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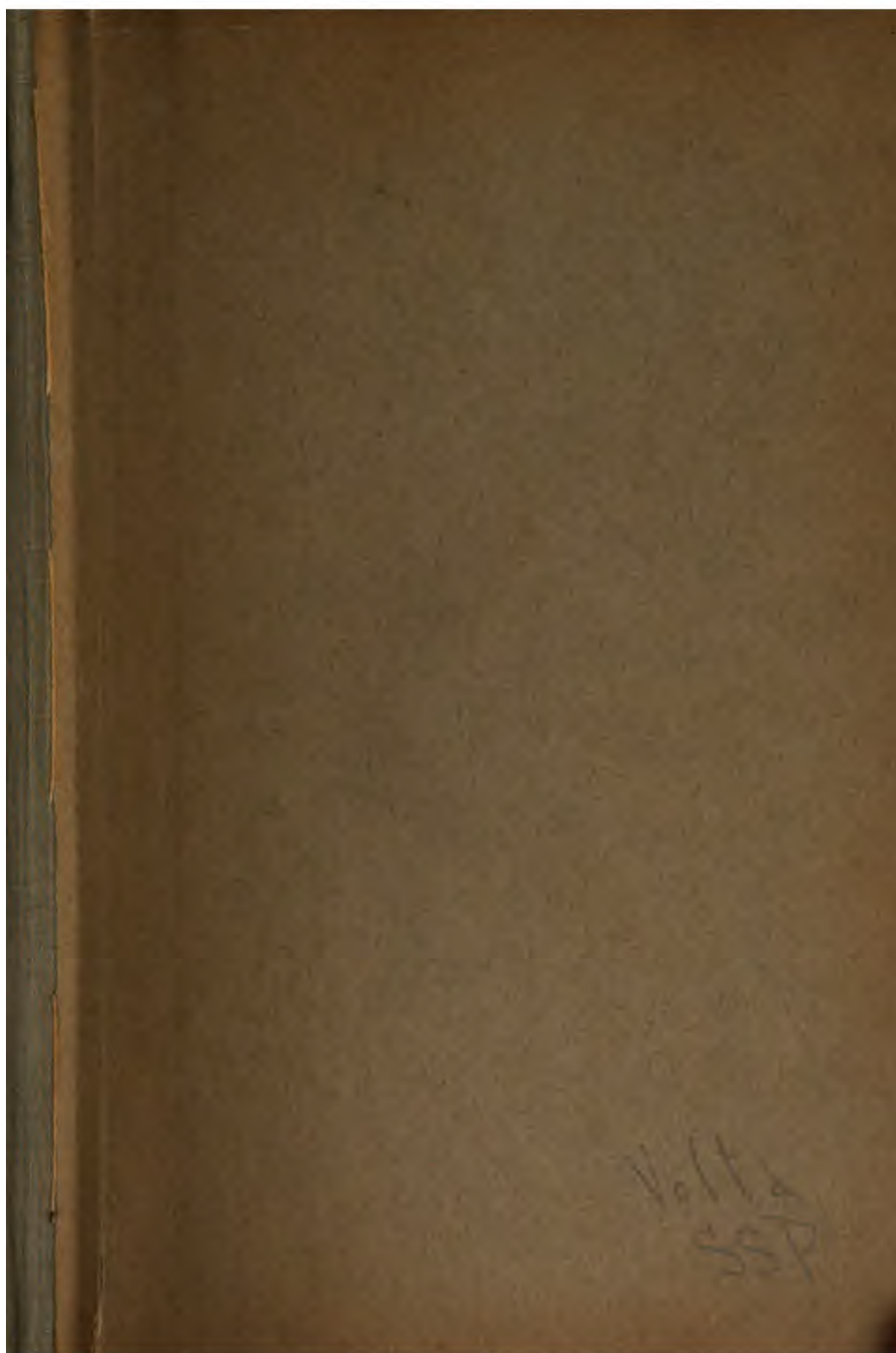
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JOSEPHINE B. TIMBERLAKE, Editor

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WASHINGTON, D. C.  
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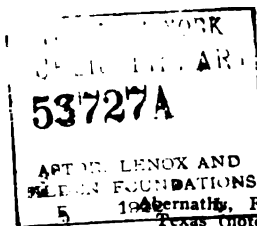
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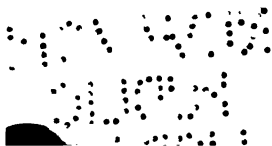
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# THE VOLTA REVIEW

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*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament therunto."—BACON.*

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## BEFORE AND AFTER—LIP-READING

By F. L. HIPGRAVE

**T**IME: About 5.30 p. m. on March 29, 1918.

Place: Domart Sur Le Luce, a small village a few kilometers to the right of Amiens.

A raw, cold day in spring, with a drizzle of rain, commonly called a Scotch mist. It had been raining or drizzling for the past three days, and every one in this particular battery was soaked right to the skin. We had been on the move since the 21st, stopping here and there to fire a few rounds and doing all that human beings and horses were capable of doing to stop Fritz on his last mad rush to the coast.

For nine terrible days no rations had reached us. We had lived on what we could find in the deserted villages we passed through in our retreat. Sleep? Yes, about ten hours all told since the "push" started. Most of us had slept on our horses, as we moved from place to place, having no recollection of towns and villages we passed or how far we had come, only taking note of our surroundings when we were roused by our horses stumbling or when we made a temporary halt.

This day, however, everybody had brightened up and we were more cheerful (not that we were ever downhearted), for news had just come to us that the "Aussies" had counter-attacked and driven Fritz back three kilometers. Wherefore Bob Johnson, the Caruso of the battery, was singing a favorite parody which goes something like this:

"When the blinking war is over,  
Oh, how happy we shall be;  
We can tell the sergeant-major."

The last line I must omit, as it is never sung in polite society; but every one who was over there will recognize the old favorite.

Suddenly a quartet of five-nines from one of Fritz's batteries mingled their hoarse notes with Bob's song. Everybody was tense, seeming to get set, ready for the shock, wondering whether they would drop near.

Then *Blooeey, Blooeey, Blooeey, Blooeey*, the explosions so close together that it sounded just like one gigantic shell.

Ah! they fell short, seventy-five yards in front of the battery. But Fritz had some of our numbers on his next salvo, for they dropped on the battery.

Result: Yours truly took no more interest in the proceedings, for *I had lost my hearing*. Not a scratch, no marks whatever; I simply could not recognize the loudest shout. Even the report of the guns a few feet away sounded like distant firing.

Nobody would believe I was deaf. In any case, what was deafness in all that death and mutilation! Our M. O. was with the ammunition column, and until we could get in touch with them I had to stay with the battery.

Finally, on the 6th of April, we pulled out of action, when I saw the M. O. and he sent me down the line to the base hospital. There I was sent to a so-called

ear specialist, who, as a specialist, was a good farmer. He told me that my ears were all right; therefore I had no treatment.

I rejoined my battery, where I carried on as best I could until the Armistice, when I asked to see another specialist. He tested my ears, then asked me how and when it happened. On my telling him eight months previous, he told me that if I had been treated at that time I could have been cured, but that now nothing could be done; that I would be deaf permanently.

I offered up a silent prayer for the "specialist" I had first seen.

However, the war over, I received my discharge and arrived back in Canada, intent on getting a position and settling down, after nearly five years' travel in Europe. Alas! I reckoned without my ears.

I answered dozens of advertisements, but employers didn't want me without my hearing. I then answered advertisements by mail. In several instances I received replies making appointments, but when the employers found out that I was hard of hearing, in every case I was told they would write me whenever they could use me. I am still waiting to hear from them.

The inference is plain—"No Deaf Need Apply!"

By this time I was fed up, despondent; no nerve nor courage whatever. My friends all appeared to shun me, so that I used to go out of my way to keep from meeting them. If I happened on a bunch of friends, it seemed to me that they did not include me in the conversation at all, and if they were laughing I used to imagine they were laughing at me. Confidence? That was an unknown quantity to me. I had lost all I ever had. To be introduced to strangers was torture, as I used to think they thought I was somewhat foolish; therefore I avoided introductions whenever possible. I tell you, I had reached the stage where, if something didn't happen to break the monotony, I would go crazy.

Then one day I went to see another ear specialist, and he advised me to take some lessons in lip-reading. At first I said, No. I thought it foolish to expect

lip-reading to do me any good, where specialists had failed. Finally, after a lot of argument, he got me to try it. I was sent to see Miss Grace K. Wadleigh. I'll admit that I was awfully nervous about going to see her. However, I got up enough courage to call, and made arrangements for my lesson.

I found Miss Wadleigh a very nice, quiet lady, who had a world of patience with me and soon put me at ease. Up to the time of writing, I have had about twenty lessons, and, believe me, I feel like shouting how good lip-reading is. Confidence? I am bubbling over with it, and easily have nerve enough to give a public lecture on the subject of lip-reading, to let all deaf people know how good it is.

We all know that when a person loses confidence, he may as well quit. Lip-reading and more lip-reading is the only medicine to restore your lost confidence. Confidence is half the battle, some say. I say it is all!

I have had more fun and joy crowded into the last three weeks than I had from the time I lost my hearing until I started to take lip-reading. I look forward to my lessons and the classes; more so the classes, as they give me an opportunity to try out my new accomplishment on different people. I had forgotten how to laugh. The funniest comedian couldn't get a laugh from me, before lip-reading, simply because I could not understand what he said. Now I laugh if somebody cracks an old chestnut, because I can *see*. I was talking to a friend yesterday. After we had spoken awhile he said, "Gee, you hear a lot better!" I told him it was because I could *see* better. But I sometimes wonder whether I am hearing better or seeing better.

They say that seeing is believing. Once I knew nothing of lip-reading; therefore I thought there was nothing in it; but now I see and believe, and at the same time enjoy.

I wish all deaf people could know about this wonderful thing that can raise you from the depths of despair and give you back the confidence and will-power to try, try again.

All that is necessary is a good, patient teacher and the co-operation of yourself.

## KEEP THE NOSE CLEAN AND FREE FROM OBSTRUCTIONS

By FRED DE LAND

**T**HE SEASON of the reign of the common cold is here; the season when a "simple" cold may merge into serious complications or merely disappear after sowing the seeds of that which in later life may bring about loss of hearing. Thus the winter months might well be called the handicap gardening season; the season for sowing and developing the causes and conditions that sooner or later bring about loss of hearing and other disablements.

Until the sense of hearing has vanished, relatively few persons realize that loss of hearing may prove far more disastrous to many an individual, from an economic and a social point of view, than the loss of a leg, and not draw forth a hundredth part of the sympathy or of the sympathetic understanding and courtesies so freely extended to the user of crutches, whose loss is a visible one.

Therefore it appears appropriate to offer a timely word of warning and to address this warning more especially to mothers of young children, in the hope that there may be a reduction in the number of new cases of acquired deafness in children or of loss of hearing in later life. Each year brings thousands of new mothers, some of whom welcome helpful suggestions that may serve to keep the little ones free from illness. If only one mother in each community will get the habit of teaching her children to acquire the habit of keeping the nose clean and free from obstruction, the writer will feel richly repaid for this presentation of an old, a very old, but a very reliable suggestion.

Yes, keeping the nose clean and free from obstructions is the substance of all that follows. There are nicer subjects to write about, but few that may prove as helpful in maintaining good health. Honestly, have you ever given a thought to the important part your nose plays in the game of maintaining good health? Have you ever considered how many health duties were assigned to the nose or what an efficient organ the nose is when it is

clean and free from obstructions? Suppose you give just a moment's thought to the subject and endeavor to realize how disastrous not only to present health, but also to future comfort, any interference with the proper discharge of the duties assigned to the nose may prove.

Only the constant watchfulness of the thoughtful mother will prevent any interference with the proper working of the nose in children; for the wise mother realizes that constant vigilance during the early years of childhood will be richly repaid in future freedom from many ailments the beginnings of which are easily traceable to obstructed nasal passages. The wise mother also realizes the wisdom and the economy in isolating her child and calling a physician when the first symptom of a common cold appears. In later years, does the grown-up child appreciate all this watchful care that may have prevented partial or complete loss of hearing?

The one great essential to continued good health is not food or water, necessary as nourishing food and uncontaminated water are, but an abundance of clean, fresh air. The most important of the functions devolving upon the nose is to supply a sufficient quantity of fresh air, cleanse it of all impurities, moisten it if the air is too dry and irritating, warm it to blood heat, no matter how cold the outer atmosphere may be, and then pass this cleansed and moistened and warmed air on to the tube down which it is drawn to the lungs. Yes, you were taught all this in your physiology class in school; but how much of it did you remember and put into practise? And did you remember how many were the penalties if the nose could not functionate properly? What is here presented is merely a repetition, in a new dress, of what has been and will be told again and again, as long as human beings do not keep their noses clean and free from obstructions.

Yes, it is possible for air to reach the lungs by way of the mouth; but Nature planned a better way than "mouth-

breathing." Moreover, mouth-breathing is not a pretty exercise, while it is a standing advertisement of parental neglect. Did you ever see a "bright," intelligent "mouth-breather"? Because the mouth is not equipped to warm and filter and moisten the inhaled air is why Nature provided other passageways through which, in a healthy human being, all the fresh air is drawn in that is necessary to vitalize and revitalize the body. Hence, if the nose is not kept clean or if obstructions find lodgment, the nasal passageways are blocked and the nose cannot perform the work assigned to it.

The cleansing, warming, and moistening of the inhaled air occurs somewhat after the following fashion: There are two winding roadways in the nose, separated from each other by a thin strip of cartilage. Sometimes that dividing wall gets bent to a degree that obstructs not only one roadway, but both, thus making nasal breathing a difficult task. Then the crooked wall must be straightened, or it may be necessary to remove portions. The floor of the nasal roadways rests on the upper surface of the hard palate that forms the roof or the ceiling of the mouth-cavity. The ceiling of the nasal roadways is the curving under surface of the bony box that contains the brain. Neither floor nor ceiling of the nasal passages is level or straight; there are bumps and cavities, low hills and shallow valleys, over or down into which the inhaled air is drawn, this irregularity largely increasing the cleansing and warming surface of these respiratory roadways. This surface is lined with a mucous membrane richly interlaced with blood-vessels, arranged to warm the air; with cells having innumerable fine hairs on their surface, that serve to more completely cleanse the air than do the filtering, heavier hairs that are found at the entrance or vestibule of the nose; and then there are minute glands in the lining that supply the water necessary to moisten the air if it is too dry—if, for instance, it has been inhaled in an overheated and unventilated room. Now, all this warming and cleansing and moistening is necessary if the respiratory organs are to be kept in a healthy condition.

Though these nasal roadways are short

and neither broad nor high, yet the membranous lining supplies nearly a table-spoonful of water each hour for use in moistening the air that is too dry; each hour the inhaled air is cleansed of thousands of invisible germs, to say nothing of dust and dirt; and in cold weather that lining must increase the temperature of the inhaled air 40 degrees, 60 degrees, or even 80 degrees or more. It's a big job, and then some? Sure! And the nose carries no union card, but is willing to work the entire twenty-four hours, if its owner will only help to keep it clean. Honestly, are you helping or hindering the nose to efficiently take care of its big job?

#### AN "IF" FOR THE DEAF

(With Apologies to R. K.)

If you have entered in upon the "silence"  
And still can feel your place amidst the throng;  
If you have found a help in time of darkness,  
And, having found, will pass that help along;  
If you can cope with bitter disappointment,  
And, conquering, plan your life work all anew;  
If you can laugh when laughter is in order,  
Nor falter when you know the joke's on you;  
If you can see the beauty in all nature,  
And, seeing, know that hearing isn't all;  
If to your ear there comes no sound of music,  
And yet you keep the song within your soul;  
If you can greet the silence of the daytime,  
And, too, the awesome stillness of the night  
With knowledge sure that in God's earth and heaven  
All must, and will, and ever shall, be right;  
If you can learn to *see* what folks are saying,  
And therefore meet your handicap half way;  
If you can banish from your thought self-pity,  
In helping brighten some one else's day;  
If you can face the thing which would undo you,  
And ever be on guard 'gainst its attack;  
If you can put the heartache far behind you,  
And, pressing forward, never once glance back;  
If you've determined never to be lonesome,  
And books are 'mong your understanding friends;  
If you have firmly willed that you'll be happy,  
Thus to yourself make certain sure amends;  
If you can rise above your sore affliction,  
And count it but the means unto an end,  
Your life can prove a wondrous benediction,  
And earth will mean a heaven to you, my friend.

—Laura R. Edell.



## NEW SUPERINTENDENTS OF SCHOOLS FOR THE DEAF



ELWOOD A. STEVENSON

SINCE JANUARY 1, 1920, there have been a number of changes in the management of schools for the deaf. In order to acquaint its readers with the new forces in the profession, THE VOLTA REVIEW sent a letter to each one elected during that time, requesting a photograph. All have responded, and we take pleasure in introducing them as follows:

MR. ELWOOD A. STEVENSON,  
of Kansas

Mr. Stevenson is the son of deaf parents, and in consequence entirely at home in the work to which he is devoting his life.

After his graduation from the City College of New York, he became a normal student at Gallaudet College, and upon the completion of his course there went to the Fanwood School, where he served ten years as a teacher. He has thrown himself whole-heartedly into his work, taking an interest in club and social affairs among the adult deaf and making a special study of the correction of speech defects and the possibilities of developing residual hearing.

Mrs. Stevenson, who was Miss Edith

Long, of Council Bluffs, Iowa, is also the child of deaf parents, and brings an understanding of the deaf and a sympathy with their problems to aid her husband in his work. She was formerly a teacher in the Gallaudet School, in St. Louis.

MR. HARRY L. WELTY, of South Dakota

Harry L. Welty, present superintendent of the South Dakota School for the Deaf, is a Missourian by birth. After completing his school work there, he went to Oklahoma and took advantage of Uncle Sam's generous offer of a free home. During his residence on this claim he taught in the rural schools.

Mr. A. A. Stewart, former superintendent of the Oklahoma School for the Deaf, induced Mr. Welty to come to that school and act as boys' supervisor and substitute teacher. This experience opened an entirely new field of work, which appealed strongly to him. He was trained as a teacher at Clarke School in 1912-13, and in the autumn of 1913 went to the Nebraska School for the Deaf, where he remained until the first of the present year, at which time he accepted his present position.



HARRY L. WELTY



WILLIAM C. MCCLURE

MR. WILLIAM C. MCCLURE,  
of North Dakota

Mr. McClure has been familiar with work for the deaf all his life, having been born in the Kentucky School, where his father and mother are both teachers. He attended school in Danville, and in 1912 had the honor of receiving the B. A. degree from Center College, the college which so firmly established itself on the map of sports this season by producing the only football team that was able to score on Harvard.

In June, 1913, Mr. McClure graduated from the normal department of Gallaudet College, and since that time he has done postgraduate work two summers at the University of Chicago and one sum-



EDITH M. HILLIARD

mer at Northwestern University, at Evanston, Illinois. He was a teacher in the Missouri School for the Deaf from 1913 to 1920, except for one year during the war, spent in the U. S. Navy, where he was commissioned as ensign.

He became superintendent of the North Dakota School for the Deaf September 1, 1912.

MISS ETHEL HILLIARD, of Idaho

A biographical sketch of Miss Hilliard appeared in *THE VOLTA REVIEW* for November, and will not be reproduced here, but we take pleasure in presenting to our readers a recent photograph. It was taken for use with Miss Hilliard's passport, during the time she was privileged to be a war worker for Uncle Sam in Europe.



K. VIOLA WILCOX



WILLIAM A. CALDWELL

MISS K. VIOLA WILCOX,  
of Oklahoma

Miss Wilcox, recently appointed principal of the Home Oral School of Sand Springs, Okla., is a native of Pennsylvania and received her education principally in that State. She took a normal course and was for a number of years a public-school teacher. Then, feeling that the need was greater in schools for the deaf, she was trained for that work.

For the last twelve years she has been first assistant in the Home School for Little Deaf Children, Kensington, Md., and thus enters her new field with much valuable experience in the needs of such an institution.

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MR. WILLIAM A. CALDWELL,  
of California

Mr. Caldwell has been associated with the education of the deaf since 1877, and so needs no introduction to those long interested in the profession. His record is as follows:

He was born in Hanover, Indiana, and educated at Hanover College, where he received, in 1874, the degree of bachelor of arts.

He began teaching in a log cabin about five miles south of Shepherdsville, Ken-

tucky, when sixteen years old, and taught also (with indifferent success, he tells us, as regards discipline) in the schools of Clarke County, Indiana.

In 1875 he became a clerk in the auditor's office of the Louisville and Paducah Railroad, becoming chief clerk before the road was taken over by the Louisville and Nashville.

In 1877 he accepted, reluctantly and with the intention of remaining only one year, a position in the Indiana Institution for the Deaf, thereby sealing his fate, for the profession has claimed him ever since. He has taught in the Indiana, California, and Pennsylvania institutions; was principal of the Florida School, 1890-1893, and has been sought as a teacher in various other schools, by superintendents prominent in the work. The profession furnished him his wife, who was Mrs. Mary Edna Foster, matron of the Indiana Institution at the time of their marriage, in 1884. He has been a contributor to the *American Annals of the Deaf* and *THE VOLTA REVIEW*, and has edited the *California News*, the California School paper, since 1893.

He was appointed superintendent of the California School during the last session, succeeding the late Mr. Laurence Milligan.



H. F. GRIFFEY



JAMES A. WEAVER

MR. H. F. GRIFFEY, of West Virginia

Superintendent H. F. Griffey, of Kenova, West Virginia, was appointed on September 1, 1920, to succeed Professor F. L. Burdette, who voluntarily resigned his position as superintendent of the West Virginia Schools for the Deaf and the Blind, at Romney, West Virginia.

Mr. Griffey was born, reared, and educated in the Indiana schools, graduating from Indiana University with A. B. and A. M. degrees in 1910 and 1915 respectively. Since then he has taken a Ph. D. course at the University of Chicago, but this course is incomplete because of his thesis being still in process of compilation. For three years Mr. Griffey had charge of the school system at Hinton, West Virginia, and last year was located at Kenova, West Virginia, in the capacity of superintendent of the Ceredo-Kenova Public Schools, coming from that place to his present position.

Before going to West Virginia he held the chair of biology in the South Dakota State Normal School at Springfield; also

was superintendent of schools at Mt. Comfort, Parker City, and Geneva, Indiana.

Superintendent Griffey and Mrs. H. F. Griffey, his estimable wife, entered the new field at the Romney schools with much zeal and enthusiasm. It is earnestly hoped that the standard of these schools will be efficiently and successfully maintained throughout their administration.

MR. JAMES ARTHUR WEAVER,  
of Vermont

Mr. Weaver's long experience with the deaf has thoroughly familiarized him with their needs.

He entered the work as a pupil-teacher at the Royal Schools for the Deaf, Old Kent Road, London, and Margate, England, and after a three-years' course of training under Dr. Richard Elliott, prin-



GEORGE B. LLOYD

cial of those schools, he taught in the Oral Department at Ramsgate and Margate for a number of years.

In 1900 Mr. Weaver accepted an offer from his friend, the late Mr. James Fearon, to join his staff at the School for the Deaf, Halifax, Nova Scotia. After two or three years there, he left to take charge of a newly opened school for the deaf at St. John, New Brunswick, but remained there only a few months.

During the session of 1903-1904 and 1904-1905 he taught the advanced class in the Utah School, leaving to accept a position on the faculty of the Pennsylvania Institution at Mount Airy, as teacher in the Advanced Department and editor of the school magazine, *The Mount Airy World*. These positions he still held at the time of his appointment as superintendent of the Austine Institution, at Brattleboro, Vermont.

Mr. Weaver is a member of the College of Teachers of the Deaf and Dumb, London, England, and a Braidwood Gold Medalist. He has contributed many

articles on professional subjects to magazines and papers connected with the education of the deaf.

The accompanying "snapshot" was taken a few weeks ago by one of Mr. Weaver's pupils, at Brattleboro, Vermont.

#### MR. GEORGE B. LLOYD

Mr. Lloyd entered his present field, the education of the deaf, when he was born, for his father, Rowland B. Lloyd, was a teacher in the New Jersey School, and both he and his wife were deaf.

Mr. Lloyd became a teacher in the Washington State School in 1910, and remained there until 1918, when he accepted a position in the Mount Airy School. He, accompanied by his wife and two children, returned to Washington as superintendent at the opening of the present session.

Mr. Lloyd says: "I am not a 'pure-oral' man, but I want to see a great deal more oral work done."

## THE SUMMIT OF SILENCE

By LAURA A. DAVIES

"**N**OW RUN along, dear, with these strawberries for Miss Hetty and the Parson before the sun gets hot." Aunt Margaret kissed the pale face under the wide straw hat as she added, "We must try to put some strawberry color into those pale cheeks soon."

"You can't miss the place," assured Aunt Rose, following the girl out upon the vine-covered porch. "It's just around the bend in the road after you reach the top of the hill, right by the church."

As the gate clicked behind her, Louise turned and waved to the two in the shadow of the vines.

"They are both such dears," she sighed, "but they will talk, and talk, and my nerves are almost ready to break trying to hear what they say."

She followed the winding road under the old live-oak trees. The swinging draperies of gray-green moss brought a sense of grateful seclusion, and a little sigh of relief escaped when the cottage

passed out of sight. A saucy mocking-bird balanced himself in a tree-top high above her head, and she paused to watch him. She saw the pretty throat swell and quiver, but not a sound penetrated the stillness. Quick tears filled her eyes.

"And I'll never, never hear even a mocking-bird again. Oh! I can't bear it! I can't!" she sobbed. "Why must I? Why?" It was the old, old question that many another has asked, and there was no answer.

Three months before, there had been a long illness, and Louise had come out of it into a strangely silent world. The blunt old doctor had assured her that in time she would be totally deaf, but it might be several years, and she would have time to get used to it. She recalled his words now.

"Get used to it!" she cried vehemently. "As if I ever could!" and she dashed away the blinding tears.

She had reached the top of the hill



now and the road turned sharply to the right. A dim path led off to the left.

"I wonder where that path goes," she mused. "I'd love to go exploring, if it wasn't for Miss Hetty's strawberries."

"Oh, what a pretty place!" she cried, as a small white house came into view, half hidden by riotous vines and hedges.

"I'm very glad to see you, my dear," greeted Miss Hetty warmly. "Your aunts told me about you before you came. Now, you must not go right back. Won't you stay and spend the day with us?"

"You can't? Well, then, we'll look for you one day real soon, and for the whole day, remember. We never make fifteen-minute calls here. But come, you must at least meet Father before you go," and she led the reluctant girl around the house, through a grape arbor, to a vine-covered arch in the hedge.

"He's always in the garden in the cool of the morning," she explained.

A second exclamation of delight broke from the girl's lips at sight of the little garden. Long, narrow beds of growing things with wide paths between stretched from one end to the other. At the farthest corner she caught sight of a gray-haired man in a wheel-chair. He was dropping seeds into the furrow at his side and covering them with a long-handled implement.

"Oh, is he lame?" inquired Louise softly.

"Yes," replied her hostess. "But he takes entire care of the garden from his chair. He has a man to come and plow it twice a year; then he does everything else. He's done it for ten years."

The wheel-chair was coming toward them now, down the nearest path, and Louise noticed a rack at the side containing a number of queer-looking garden tools and several packages of seed.

"How do you like my garden?" asked the man, shaking hands cordially.

"Fine," replied Louise. "And it's—it's wonderful that you can do it."

He smiled. "Come back into the shade of the arbor and I will show you the tools I have learned to do it with."

Miss Hetty led the way and seated the girl under the cool vines near the wheel-chair. Then, promising to bring a pitcher

of fresh buttermilk to cool them off, she left them together.

The old man talked of his garden, his tools, and his plants till Louise lost her shyness; then he began to question her about herself. It seemed so easy to tell him all about her deafness and the hopeless future. Somehow she knew he understood, and it lightened the load to share it with him.

"I haven't forgotten the first shock of the meaning of deafness," he assured her. "But it isn't so bad after a while."

"What!" cried the girl. "Have you been deaf? How did you get over it?"

"I didn't get over it," he smiled.

"But you are not very deaf, for I have not talked loud at all, while you have almost shouted at me."

"That is the best part of it, Miss Louise. It doesn't make any difference how low or how loud you talk, for I am totally deaf. But I understand what you say by watching your lips."

"Oh! How do you do it? Please tell me about it."

He smiled at her eagerness and continued: "It seems only a few weeks ago, time goes so fast to an old man; but really it's more than ten years since the accident that left me this way. Hetty and I were alone then and had been for years. We owned this little place. It had been my father's. So we came here to live. The sting of bitterness and rebellion is all gone now, but I can well remember how I felt. I had always loved the outdoors. The best of my sermons came from the trees, the clouds, and the birds. To be shut in from all this was bad, but to be shut out from my fellow-men was worse. My neighbors were kind. They came to see me often. But they could not talk to me, so they were only a reminder of my isolation. By and by I began to notice words on their lips and Hetty's, as they talked together. Just little things they were, at first, but it gave me the idea, and I began to watch for them and put them together: One day I told Hetty about it and asked her to read my favorite Psalm while I watched for the words I knew by heart."

The old man's face lighted up at the recollection. He went on: "It was the

Ninety-first Psalm and I saw every word. After that we got some books about lip-reading and began in earnest. Hetty talked and read, and read, and talked. The neighbors soon learned about it and helped us along. Well, you see it has paid."

Louise rose with shining eyes and took the glass of buttermilk Miss Hetty was holding out to her.

"Oh, it is wonderful. It is marvelous what you have done for your father." Then, turning to the man in the chair again, she asked, "Do you think that I could do that?"

"I am sure that you can, my dear," he answered, "though it isn't the work of a day or a week. If you will spend the day with us tomorrow I will give you a start."

Louise did not go directly home. She turned aside into the path at the bend of the road. The path led her beneath the hanging moss and drooping branches, far out on the brow of the hill. It ended in a small grassy plot sheltered by a half dozen huge oak trees. She paused and looked about her. Behind hung the curtain of thick moss, and before the wide fertile valley of farm land stretched from the foot of the hill far out toward the west. Not a leaf stirred in the still morning air.

"The Summit of Silence," she murmured, "the symbol of the world in which the dear old Parson lives all the time. I really believe he finds it beautiful there. I wonder if I ever shall—as beautiful as this."

Her eyes wandered out across the valley. The morning passenger train was running along the shining rails toward the distant city, the city which had been her world until three days ago. For years she had held her own in the struggle for daily bread yonder in that same city, for she was an orphan. It was there she had met Robert Gray. When the war took him away to France, the little diamond he left on her finger and the hope in her heart kept alive the faith that he would come back, all through the anxious months of the conflict. Even when the others came home and Robert was kept in a far-away hospital too

weak to be moved, still she kept her faith.

Then her own illness came and afterward the dreadful silence. It was when Robert wrote that he was coming home at last that she made her great decision. She must not marry him and be a burden to him all the rest of his life. For love's sake she had gone away to the maiden aunts in the country, leaving behind the precious ring and a note telling of her decision, but no hint as to where she had gone. She was thinking of him now and wondering what day he would be home.

The next day she spent with Miss Hetty and her father and arranged to go for an hour each day. She welcomed the incessant chatter of the kindly old aunts now and found each day some new proof of her progress. She was beginning to wonder if after all she would have been a burden to Robert, and was a little disappointed that he had not hunted her out in spite of her resolve to hide.

One evening, on her way home from the Parson's, she turned aside, as she often did, to rest in the shade of the great oaks. So often they had quieted and reassured her, and this afternoon she felt more than usual the need of their sympathy. She had not realized that it would be so hard to stick to her decision. She felt hurt that Robert had given her up so easily. Surely if he still cared as she cared—but she checked those thoughts abruptly. Of course, she had left no address. She had not meant for him to find her. And that was best. Only—

As she looked up a man in uniform was crossing the open space toward her with quick strides. She gave a little cry of joy and held out her hands. Then she drew back. This could not be the boy, Robert, who had gone away to France—this man with firm-set jaws and a black mustache. Then she looked into his eyes. Ah! they were the same. They were searching her face in the old way she knew so well. He took both her hands in his.

"Why did you run away?"

Her eyes fell before that searching

gaze. Somehow he was making her feel like a naughty child.

"You received my note?" she asked.

"Yes; but why did you run away?"

It was a challenge and she felt his fingers tighten over hers. She lifted her head proudly. He had no right to make her feel like that, when she had done it for his sake. He did not know, he could not know, how it had hurt her to do it. She tried to answer, but the words choked in her throat.

He led her back under the shadow of the oaks and sat down beside her. He still held one hand in his strong grip, but he was looking out across the valley, as if his thoughts were far away. By and by he turned to her with his old smile and said:

"Forgive me, Sweetheart. I frightened you. Let me tell you something so you will understand." His deep, clear voice seemed to penetrate the girl's dull ears without effort. "I couldn't write much, you know," he was saying, "but the thought of you was always with me. Often it held me to my post when I wanted to run away, and when in the thick of the fight a wounded comrade would be carried back I would say to myself, 'If I were that wounded man, Louise would love me still.' And when it did come my turn, and they kept me in the hospital so long, my only solace was that if I did come out a wreck you would love me just the same. I think I never doubted that. One time there was a poor Frenchy in the cot next to mine. He was the most hideous remnant of a man I ever saw. They did the best they could to patch him up before he was discharged. When the day came for him to leave, his sweetheart came. She had brought an old priest, and they were married right there. Then she led him away, as proud as a queen. And I said to myself again, 'Louise would do the very same thing.' Then, when it was all over and I came home without even a scar, I learned that you had suffered, too, and that in the end you had not escaped so fortunately as I. Can't you see how I felt to find that you had run away from me? I said to myself, 'She did not trust me as I have trusted her.'"

He paused, and taking the ring from his pocket placed it again on the finger of the hand he held. "Do you think you can learn to trust me enough to leave it there?" he asked.

"Yes," she answered simply.

He lifted her to her feet, then held out his arms. Very humbly she walked into them. For a moment he held her thus; then almost reverently he bent his head and touched one small pink ear with his lips. It was a magic touch and brought a great peace to the girl's throbbing heart. From the shelter of his arms she looked out across the valley toward the glory of the setting sun.

"I believe my Summit of Silence will be as beautiful as the Parson's," she said softly. "I could wish for nothing more beautiful than that."

## WHITE MAGIC

By R. F.

BLIND FOLK see the fairies,  
Oh, better far than we,  
Who miss the shining of their wings  
Because our eyes are filled with things  
We do not wish to see.  
They need not seek enchantment  
From solemn printed books,  
For all about them as they go  
The fairies flutter to and fro  
With smiling, friendly looks.

Deaf folk hear the fairies,  
However soft their song;  
'Tis we who lose the honey sound.  
Amid the clamor all around  
That beats the whole day long.  
But they, with gentle faces,  
Sit quietly apart;  
What room have they for sorrowing  
While fairy minstrels sit and sing  
Close to their listening heart?

—From "Punch," London.

HEREDITARY DEAFNESS—Yearsley cites the history of a family with acquired deafness, *i. e.*, deafness appearing after birth which produced offspring that were born deaf. It is important to note that the deafness was probably otosclerosis and, therefore, of hereditary character. —*Journal of Laryngology, Rhinology, and Otology, London.*

## PRINTED BOOKS SEVEN HUNDRED YEARS OLD!

By JOHN A. FERRALL

EDITOR'S NOTE.—Mr. Ferrall recently acted as guide for Miss Staples, of the New England School of Speech-Reading; Miss Suter, of the Washington School, and the Editor, on a tour of the Library of Congress, and talked so fluently on this interesting exhibit that it was decided to ask him to write an account of it for THE VOLTA REVIEW "family."

PRINTING is commonly supposed to have had its birth with Gutenberg, about the middle of the fifteenth century. H'm! let us see.

From its Orientalia Section the Library of Congress at Washington has selected some fifty items to form an exhibit of what is called Chinese Incunabula—that is, specimens of printing and block-engraving that appeared before the year 1500 A. D.

Conspicuous among these items is the *Pai K'ung liu T'ieh*, a Sung dynasty encyclopedia, written by Pai Chu I, of the T'ang dynasty, with a supplement by K'ung Ch'uan, of the Sung dynasty. The preface dates of this work are of the Chuen Yen period—that is, from 1127 to 1131 A. D.—and it was apparently printed before 1190. It is quite probable, therefore, that this is the *oldest printed book in America*, a book printed some three hundred years before Gutenberg's invention! Score another point for our Chinese brethren, who seem to have gotten ahead of us on most things of this kind.

As a matter of fact, there used to be, and probably is yet, in the Carnegie Institute at Pittsburgh a Cistercian manuscript prepared early in the twelfth century. The decorative initials of this were manifestly printed from some kind of movable type. The initials show exactly the same style for every use of the same letter, and the impression on the reverse of the page shows that the letters were stamped and not written. This manuscript alone would disprove Gutenberg's claim; but the Chinese would consider it a comparatively modern example of the art, for printing is an old story in China. There is authentic evidence to show that as early as 589 A. D. the Chinese were printing from engraved wooden blocks, and we know that some of the Chinese "classics" were printed as early as 593.

Movable types, as distinguished from engraved wooden blocks for printing, were also invented in China, in 1152, by Pi Shêng, a Chinese blacksmith. I have often wondered if we haven't here the true origin of the term "pi," as used by modern printers to indicate type that has become mixed or upset. Of course, the dictionary-makers try to figure out a Latin origin for the term, but I think I shall take my stand for the "pi" of Pi Shêng. And when one considers that the Chinese language has some thirty or forty thousand different characters, as contrasted with our simple alphabet, it is easy to understand that old Pi must have gotten his type mixed up quite frequently—if he ever kept them in order at all, or even knew the order in which they should be kept. In printing the great Chinese encyclopedia, the *T'u shu chi ch'êng*, for example, the printer had the simple little task of assembling and lining up a mere 230,000 types!

There may be a slight sense of satisfaction for us in the knowledge that, in spite of their cleverness and intelligence, the Chinese as a whole were just as vehement in opposing innovations as we are today. Although engraved wooden blocks were known and used as early as 589 A. D., they did not establish themselves in popular favor at once. Not at all! Such an invention of the devil could not be accepted immediately. What! do away with the occupation of thousands of copyists? By no means! Such a protest seems to have gone up from the copyists' union that nothing much was done with this new printing process until the tenth century. Here the art appears to have taken on new life, been improved, and put into wide use. It was in 932 that the "Nine Classics" were ordered to be engraved and printed, we are told, in response to urgent requests. From that time on the use of printing seems to have met with every encouragement

and books were turned out in vast numbers.

At the time that the late Mr. Gutenberg was amusing himself with his invention, or, as some have claimed, with the invention of Mr. Coster, which Gutenberg put into "practical" use, there were in the Imperial Ming Library of China alone more than 300,000 volumes of printed books! From which we may get a faint idea of the number of printed books that must have been in China at the time of the "discovery" of printing. It may seem incredible that Gutenberg and his associates knew nothing of this; but, be that as it may, he was about as well informed concerning China and things Chinese as the average American of today. Apparently we have a faculty for judging China by the few corner laundrymen of our acquaintance. We do not grasp the fact that China has always been a nation of scholars. For nearly a century it has had efficiently edited and prepared encyclopædiæ covering practically the whole range of human knowledge.

It has been for China a misfortune that she has ranked her scholars ahead of her soldiers. Her place in the modern world is much the same as that of the good little boy who goes out to play with the "gang" for the first time. His education, home training, and good manners are a handicap, not a help. The only way he can make his place is to revert to first principles, as it were. China, apparently, is unable to do this, which, in view of the size of her population, is probably rather fortunate for the rest of the world.

Printing in China today, too, is not so far in the background as some of us might think. There are presses in Shanghai, for example, that turn out school text-books in editions of several million copies each. Great is education in China! For more than a thousand years she has had a civil-service examination system by which the highest administrative offices in the country have been in the reach of the poorest peasant's son, if only he demonstrated the necessary ability. And China's literary contributions!

The *T'u shu ch'êngh* encyclopedia,

already referred to as requiring some 230,000 types in its printing, is *the largest printed book in the world!* No, there isn't any possible question about it. It contains some 10,000 books in 5,041 volumes, and would fill more than forty of Dr. Eliot's five-foot book-shelves! Compared with it, the *Encyclopedia Britannica* is a mere synopsis. The "Contents and Index" alone require 40 volumes, and there are 544 volumes devoted to Astronomy and Mathematics, 2,144 to Geography, 2,604 to Sociology, 1,656 to Science and Theology, 1,220 to Literature and Philology, and some 1,300 to political economy and liberal arts.

A set of this remarkable encyclopedia was presented to the Library of Congress in 1908, the Chinese Government sending it by special ambassador in connection with the acknowledgments of China to the United States for the remission of the "Boxer" indemnity.

Large as it is, the encyclopedia is forced to take second place in an exhibition of what the Library of Congress calls "The Three Largest Books in the World"; for the *Yung Lo ta t'ien*, begun in 1403 and finished some six years later, contains no less than 23,937 volumes. It is so large that it proved impracticable to print it, and only a few (four, I think) manuscript copies were made. This is not astonishing, since statisticians have estimated that the preparation of this great manuscript involved the equivalent of the work of one man for 8,000 years. Three sets had been lost or destroyed before 1900, and on June 23 of that year, during the Boxer insurrection at Peking, all but a few volumes of the last set were burned. The Library of Congress has been fortunate enough to secure a few of the remaining volumes. It will be many years before the world appreciates the extent of this loss, but it seems evident that this calamity will eventually be classed along with the great loss involved in the burning of the Alexandrian Library.

The third item in "The Three Greatest Books in the World" exhibit is the *Ssu k'u ch'üan shu* manuscript. It has been termed a sort of Chinese "Seaside Library." When it was prepared, between 1773 and 1782, all obtainable Chinese

books were examined and divided into two classes. Those of greatest importance were included in full in the *Ssu k'u*; those of lesser importance were catalogued only, but described in sufficient detail to give a clear idea of their character.

The *Ssu k'u ch'üan shu* manuscript comprises about 3,500 works. As nearly as can be learned, some six or seven copies of the manuscript were prepared, and perhaps as many as three of these are still in existence. The Library of Congress was fortunately able to pick up a few odd volumes of the set, and these are shown in the exhibit.

An astonishing thing to most observers is the condition of the books in this exhibit. Now and then at an old book-shop we may pick up a volume published early in the 19th century, or perhaps, at rare intervals, one dated in 1700, and they barely hang together, the paper being so fragile that the book can scarcely be handled; and yet these Chinese books, printed on the familiar tissue paper of the Chinese, show up clean and strong after six or seven hundred years of handling. Think what some of our wood-pulp magazines and books will resemble even in two hundred years; you could probably use them as an insect powder.

The Library of Congress Chinese Collection had its beginning in 1844, when the Hon. Caleb Cushing, our first Minister to China, brought to the United States some 2,500 well selected Chinese works on history, medicine, classics, poetry, ritualism, essays, and the like, including some of the fine Chinese dictionaries. Some 6,000 volumes were added during the life of the late William W. Rockhill, who always took an active interest in the collection. At the close of the Louisiana Purchase Exposition the Chinese Government presented to the Library the collection of some 2,000 Chinese books that had formed part of the Chinese exhibit. The gift of the *T'u shu chi ch'êng* encyclopedia has already been described.

During the past five years or so, great progress has been made in adding to this collection. By taking advantage of the

generous assistance of Americans traveling in China, the trained workers of various Government departments whose official work carried them into the Orient, and utilizing the friendly co-operation of the Chinese themselves, the collection has been built up until it ranks with any Chinese collections in the world, outside of China, being rivaled only by the collections in the Paris library and the British Museum.

Edward Fitzgerald's handling of the "Rubaiyat" of Omar Khayyam has shown us what treasures may be dug up out of the literature of the past, and this illustration is sufficient to indicate what wealth may be discovered, once we delve deeply into the rich mines of Chinese literature. We hear continually of what the Chinese are learning from us—of their adoption of our modern methods, of the modernization of their country. Some day we shall turn about to consider what we can learn from China, and then—

Deeply interesting accounts of the growth and nature of this collection are to be found in the reports of the Librarian of Congress for the years from 1915 to 1920. The comprehensiveness of these accounts might offer an explanation of the facility with which I am able to discuss this subject. But—the goose had been carved and distributed. Everybody present showed keen appreciation, but none to a greater degree than the minister who was the guest of honor. "Dat's as fine a goose as I evah tasted, Brudder," he declared enthusiastically. "Whar did you secure such a fine fowl?" "Well, now, Pahson," said the host, with dignity, "when you preaches a speshul good sermon, I don't never ax you whar you got it. I hopes you will show me de same considerashon."

Will you?

#### ACOUSTICON OUTFIT FOR CHINESE SCHOOL

Through the generosity of the Dictograph Products Corporation, the school for the deaf at Chefoo, China, has been equipped with a class-room acousticon outfit. Mrs. Mills writes: "This is certainly a splendid gift to the work for the deaf in China, and I trust that the use of this outfit in our school may result in its being installed in other schools in China."



## The Friendly Corner



Comradeship is one of the finest facts and one of the strongest forces in life.

—HUGH BLACK.

A HAPPY NEW YEAR to you, my Friends!

On December 31, 1920, when the clock strikes the hour of midnight and the bells and whistles and the shouts of the people proclaim the advent of the coming year, throw wide your windows and your doors, that the old 1920 may find his way out and the new '21 his way in. Throw wide the windows and doors of your home, and of your mind and of your heart, and let the old prejudices, the sensitive hurts you have harbored, the hesitancy, the feeble fears, fly away; for with the new year will come the happy fairies of good hope, courage, laughter, and friendship, and they will brighten your life and lead you along a shining way.

From California I have this little message:

A happy spirit, a smiling face, service, and faith in God are the secrets. If you have them, other people do not mind; they even forget you cannot hear, especially if you read the lips. I sometimes wonder if all those who are hard of hearing or deaf could only get the vision of true happiness and faith, what an influence the deaf, as a class, could make felt in this old world of ours. And I hope the Friendly Corner will help, not only to bring us such a vision, but help us to *practise it*.

And right after that, as though in answer to it, came a letter from a new friend in Indiana, who says:

It has been my lot to travel the thorny, difficult road of partial deafness ever since I was 15 years old. Now I am 38 and can still hear the Victrola, talk over the telephone, etc., but do not hear ordinary conversation. In the very beginning of my trouble I was told that there probably was no help for it, and, under the inspiring teaching of my dear mother, I determined to "*Carry my cross, not drag it.*" Oh, I have had my *moments*, moments of depression, of fierce rebellion, of heart-rending grief, to say nothing of the awkwardness, embarrassments, etc., which go hand in hand with this affliction; but always I have come up smiling, with renewed courage to go on.

This thought of making our influence felt in the world leads me to the consideration of the formation of clubs. In the October number of THE VOLTA REVIEW Miss Peck gave us a splendid article, entitled "Community Centers for the Deafened: How to Organize Them." It is a very broad and thorough dissertation on the subject. However, I have had letters from a number of readers who wish to start their oaks from acorns, and who are somewhat alarmed at the vast amount of work that starting a club seems to involve. To them I should like to submit a plan which another friend proposed recently. These are the steps she advocates:

1. Bring together a few hard-of-hearing people.
2. Appoint a chairman.
3. Hold some meetings to become acquainted.
4. Appoint a committee to draw up a simple constitution, in which only those with impaired hearing are allowed to hold office. Do not admit the congenitally deaf to membership—in the beginning, at least.
5. After the adoption of the constitution, the officers will be elected and assume office. I would suggest a President, Vice-President, Secretary, and Treasurer.
6. Develop the work *yourselves*. Let it be a demonstration of what you, yourselves, can do for the community, trying to meet your own local needs.

Later, you are far better able to become incorporated under a constitution which you will have found by experience to meet your requirements.

Have you any criticism to make of this? We want to form some plan for organization that will be applicable everywhere, and that will work out equally well in one place as in another.

There is one other question I should like to bring up here. In every city there are a large number of deaf people. One or two of them write me and ask me how to form a club and *how to reach the people for the club*. After they get started, the new members will bring in their

friends and the club will grow naturally; but how to get that first handful is a problem. Can you solve it?

I want to share with you a letter from Ohio. The thoughts presented are not new ones, but are freshly told:

I have been deaf long enough to know that there are advantages in being so. For instance, I was over in Pittsburgh recently and shared a room with a young lady who had a three-months-old son with her. The next morning I learned that sonny had squalled almost all night, and I hadn't heard a bit of it!

When a very young girl and through the following years, I knew many people with various kinds of afflictions. After a paralytic stroke, my grandfather's speech was very defective, and during the last year of his life he could say absolutely nothing. He was a prominent lawyer and could ably express the thoughts of his unusually brilliant mind. To him, this loss of speech was more than an affliction; it was a curse. A friend of our family was a crippled lady, whose only means of locomotion was a wheeled chair. I have seen her slip painfully from that chair and crawl on her hands and knees up a long flight of stairs to a dressmaking shop, where she worked all day. Two more friends were mute sisters, who always attended all the parties and lectures in the little town where we were then living. Neither had learned the sign language, by the way, but used speech reading altogether.

Knowing brave people like these, my deafness dwindles into nothingness in comparison. I have had lonely friends cry briny tears down my neck—friends who seemingly had everything to make them happy. Yet here they were, sobbing out their loneliness to me—yes, to me—whose dull ears could scarcely understand what their trouble was.

Deafness proves to be the greatest handicap, I believe, to the person who must earn his or her living. Among the deafened people I know, one is a linotype operator; several ladies are dressmakers; one young lady studied to be a trained nurse after she became deaf, and she did fine work in several army camps during the war; another young lady is collector for an electric light company and enjoys her work, which keeps her out of doors. I did clerical work in an office for three and a half years and am now working in a bookbindery. Only two of these people have studied lip-reading, but I know from experience that they would make life easier for themselves and every one else if they would study it.

The main point that I have tried to make is this: That deafened people are no more lonely because of their affliction. From the confidences others have shared with me, I know that there are many aching hearts among people who have no "afflictions" at all. It strikes me that many deafened people use their affliction as an excuse to press the sob-stuff pedal. Well, quit it and get to work! If you don't want to keep cheerful for your own sake, then

keep cheerful for the people with whom you live.

There are many occupations open to the deaf, but in this reign of the H. C. L., when eggs are as precious as pearls and the Hen is Queen of the Day, what could be more profitable than the poultry business? I have a catalogue and literature from our Indiana friend who has carried on this business successfully and who wishes to pass on the trick to you.

I was terribly mistaken when I suggested that you do not laugh at parties. Why, I have been sent twenty or more games with a laugh (or at least a smile) in every one of them. They are lively competitive games, any number of stunts, pencil and paper games, and such enticing occupations as "An Hour of Newspaper Fun" and Fan-Tan. If any one would like the directions for any of these, I should be glad to supply them; only please designate what type you want, for there are so many (although not so many that I would not accept more).

Our embryonic Correspondence Club promises to have a vigorous growth. You who have not joined do not know what you are missing. Write me today and tell me how eager you are to enter "The Friendly Corner," 35th Street and Volta Place, Washington, D. C. Please don't forget to enclose a self-addressed stamped envelope when you want a personal reply.

Yours sincerely,

THE FRIENDLY LADY.

FRIEND O'MINE:

I should like to send you a sunbeam, or a twinkle of some bright star, or a tiny piece of the downy fleece that clings to a cloud afar. I should like to send you the essence of myriad sun-kissed flowers, or the lilting song, as it floats along, of a brook through fairy bowers. I should like to send you the dewdrops that glisten at break of day, and then at night the eerie light that mantles the Milky Way. I should like to send you the power that nothing can overthrow—the power to smile and laugh the while ajourneying through life you go. But these are mere fanciful wishes, I'll send you Godspeed instead, and I'll clasp your hand—then you'll understand all the things I have left unsaid.—*W. Dayton Wegfarth.*

Do your pupils express themselves in English? If not, you are not accomplishing the end for which the school was established.—*William A. Caldwell, in The California News.*



## THE EDUCATION OF THE DEAF \*

By LYMAN STEED, M. A.,

Principal of the Advanced Department, Pennsylvania Institution

FOREWORD.—Many people do not understand the deaf or the work that is being done for them. In the following article some of the most common questions asked by people visiting an oral school for the deaf are very briefly answered.—LYMAN STEED.

**W**HAT IS the early history of the deaf?

In ancient times a deaf child was considered useless and, at best, was barely suffered to live. In Sparta, because a deaf person could not reverence its laws and defend the country, he was put to death. Rome was the first nation to recognize the legal rights of a deaf person, but it was the universal sentiment that he was wholly incapable of instruction. Lucretius, the Roman poet, writes:

"To instruct the deaf, no art could ever reach,  
No care improve them, no wisdom teach."

History has left meager records of the early work of instructing the deaf, but there can be no doubt that the deaf first enlisted the sympathy of priests and missionaries who, by various devices, gave them the rudiments of an education and faith in a Divine Being. The first known attempt to teach the deaf was made in Spain about 1530, by Peter Ponce, a monk. Two of his contemporaries tell us that he taught some of his pupils to write and to speak. From that time until the latter part of the eighteenth century, attempts to educate the deaf by various methods were made in Italy, Spain, Germany, and England.

Where and when were the first schools for the deaf established in Europe and in the United States?

Schools were established at Paris in 1760 by the Abbe De l'Eppe; at Leipzig, in 1778, by Samuel Heinicke, and at Edinburgh, in 1764, by Thomas Braidwood.

The first attempt to educate the deaf in the United States was made in Virginia. Thomas Bolling, of Goochland County, Virginia, had three deaf children. They were the direct descendants

of Jane Rolfe, the granddaughter of Pocahontas. About 1771 these children were sent to Mr. Braidwood's school in Scotland. They had a hearing brother, William Bolling, who was a prominent Virginian. Two of his children, William Albert and Mary, were deaf. Through his efforts the first private school for the deaf was established at Cobbs, near Petersburg, Virginia. The pupils were taught by a young member of the Braidwood family. Among the pupils was a grandson of Richard Henry Lee, a signer of the Declaration of Independence.

These facts are of especial interest because our President's wife, Mrs. Woodrow Wilson, is a direct descendant of Thomas Bolling. Her maiden name was Miss Edith Bolling.

The first permanent school for the deaf was established in Hartford, Connecticut, by Rev. Thomas Hopkins Gallaudet, in 1817.

Today the United States takes first rank in the education of the deaf. This is probably because the idea that a deaf child is entitled to an education just as a hearing child is, and that he is not an object of charity, has spread very rapidly.

There are quite a number of day schools and private schools for the deaf, but a majority of the deaf children of school age are taught in residential schools. Deaf pupils are found singly or in groups, in various parts of the State. Just as better results are obtained in the public schools by establishing a large central school rather than a number of small schools, it is found that better economic and educational results are obtained by grouping deaf children where they can receive the intensive training they need.

What are the causes of deafness?

Forty per cent of the deaf are born

\* From the *Philadelphia Record Educational Guide*.

deaf or become deaf from illness before they have acquired speech. The principal causes of deafness for 54 per cent are brain fever, meningitis, scarlet fever, catarrh, convulsions, measles, mastoiditis, abscess of the ear, whooping cough, falls, and accidents. For the remaining 6 per cent the causes are unknown.

What sort of pupils are enrolled in schools for the deaf?

Various types of children enter a school for the deaf. There are those who were born deaf, those who became deaf before they could speak, those who became deaf after they could speak, but retain only a few indistinct words and phrases, those who have been partially deaf from childhood, and those who became deaf after they learned to talk and have retained their speech. Each pupil has to receive the special instruction suited to his individual needs. In the last class are often found children who became deaf after they were 10 or 12 years of age. They feel their loss keenly and usually it takes them some time to readjust themselves to an entirely new way of living and to the new difficulties that deafness has brought.

What can be done for a deaf child before he enters school?

Of all the ills to which our bodies are subject, deafness least affects the physical or mental vigor, and yet there is no other infirmity which so completely shuts a child out of the companionship and society of his home and his friends. While the fact that a child is deaf is greatly to be regretted, there is no reason for the family to neglect him or to give him undue liberty or license. A deaf child is often thought incorrigible, when his behavior is due solely to his inability to express himself and to understand those about him. It is certain that a deaf child has the same mind and heart, the same talents, and the same affections that have been implanted in his hearing brothers and sisters. They only need careful cultivation. In the hearing world language is a language of sounds and is addressed to the ear. Ignorant of language because he cannot hear, the deaf child must be taught by a method addressing itself to the eye to enable him to compete with his hearing brothers and

sisters. As a consequence, a deaf child must be in school for several years before he can approach the mental development of a hearing child of the same age.

If parents understand a deaf child's difficulties, a great deal can be done to help him before he enters school. He should be taught to dress himself, to feed himself, and to depend upon himself in various ways. Too often his handicap makes the father and mother feel that he is different from his brothers and sisters, and that special privileges must be granted to make him happy and contented. This is not true. He can follow the same rules that are made for the rest of the family, and should early learn that every individual has certain property rights that his deafness will not permit him to violate. He should be taught to obey. He can learn to read the lips. Parents may teach him to understand what they say by constant repetition of simple commands. They should encourage him to watch their lips carefully. The one speaking to him should remember to have the light full on his mouth, to hold the head quietly erect, and to speak naturally. No attempt should be made to have him talk, because bad speech habits may be formed.

It is much more difficult to correct bad speech habits than it is to establish good speech habits.

What is done for a deaf child after he enters school?

When a child enters school, language in both its spoken and written forms must be given to him. Learning how to talk and to use our language is a slow process for a deaf child. It requires an instructor with patience and ability as well as special training. A hearing child acquires his speech sound by sound, combining and babbling these sounds in syllables before attempting words. A deaf child must be induced to follow the same process. He must employ his eyes and his sense of touch instead of his ears, in order to place his tongue, palate, and lips in the various positions used in making speech. For many years schools for the deaf have used sense-training materials similar to those presented to the educa-

tional world by Madame Montessori. A deaf child has a peculiar need of that sort of training in order that his other senses may take the place of the sense he lacks. During the first school year a six- or seven-year-old child of average mental ability may learn to read from the lips, speak, and write one hundred or two hundred words. The skill exhibited in forming these words into sentences depends on the ability of the child. From this simple beginning, the child is taken through a course of study similar to that pursued in the public schools. He has daily drill in speech and lip-reading. He must travel a long and hard road before there is sufficient knowledge of English to make it possible for him to read with ease the school text-books, current publications, and to express himself in good English.

What home life does an institution provide?

Because a deaf child must be out of his home for nine months every year, the school attempts to give him just as much of the home environment as possible. A pupil spends on the average five hours in school, two hours in the shop, and one hour in the study-room. He has the advantage of constant supervision, regular hours and habits, carefully planned menus, and a carefully outlined program of work, sleep, and recreation. During his hours of recreation, he is counseled and guided just as he is in his own home. Cultured men and women form his habits, help him to establish moral principles, and instruct him in the details of home life.

Are trades taught?

In vocational work, schools for the deaf have been pioneers. This is an important part of the work of every school, where at least two hours per day must be spent in the shop. There is a long and varied list of occupations to which a deaf person can adapt himself. It is impossible for a school to teach all of them. Most of the schools give instruction in printing, tailoring, baking, carpentry, painting, and farming. The girls take up domestic science in all its branches, dressmaking, and millinery.

What do deaf pupils do when they leave school?

A pupil may or may not follow his trade after leaving school. The great value of the industrial training does not lie in the knowledge of a particular trade, but in the habits of industry that are instilled and the manual skill imparted. When a deaf pupil goes out into the world, he is not afraid of work, for he has been taught to accept it as a matter of course. Many of the deaf girls marry and become successful home-keepers.

A few of the deaf, who are not tempted by the offers of work, continue their education. Some go to Gallaudet College, Washington, D. C., the only college for the deaf in the world, and others go to high schools, colleges, technical schools, and medical schools. The deaf are successful; some are distinguished as artists, chemists, architects, draftsmen, electricians, dentists, editors, and ministers.

— Is it worth while to educate the deaf?

Character is the one thing a deaf pupil must have in order that he may become a citizen worthy of respect. From the beginning to the end of this school course, every effort is made to teach him to think clearly and to express his thoughts in good English, to instil a love of justice, honor, and truth and to train his hand in order that he may secure a comfortable livelihood. It is a rare thing to find a deaf loafer or to see one in the police court or in prison. Deaf beggars are usually fakes. The value of educating the deaf is proven by the fact that they become industrious, self-supporting, law-abiding citizens.

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SPORADIC CONGENITAL DEAFNESS—Love maintains that sporadic cases of deafness are not only clinically but genetically identical with the hereditary cases; that sporadic congenital deafness is hereditary and that such heredity is mendelian.—*Journal of Laryngology, Rhinology, and Otology, London.*

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MEASLES AND WHOOPING COUGH—It is hard for people to realize that there are more deaths from measles and whooping cough than from scarlet fever. Greater efforts in school hygiene would seem to be the only way in which this problem can be coped with successfully, combined with the education of parents in the necessity for the observation of quarantine and isolation procedures.—*S. H. Osborn, Commonwealth, March-April, 1920.*

## MATERIAL FOR PRACTISE CLASSES

By ALICE N. TRASK

### FLOWER RIDDLES

#### Wall Flower:

**M**Y FIRST surrounds a piece of land.  
My second is used in making bread.  
My whole is a girl who never dances at a ball.

#### Sun Flower:

My first gives us light and heat.  
My second grows in every field.  
My whole has a big yellow face.

#### Black-eyed Susan:

My first is a variety of eye.  
My second is an old-fashioned name.  
My whole is a yellow daisy.

#### Marigold:

My first is what every girl expects to do.  
My second is very valuable.  
My whole grows in old-fashioned gardens.

#### Golden Rod:

My first is used in describing California.  
My second protects our houses from lightning.  
My whole grows in every State in the Union.

#### Blood Root:

My first the heart pumps through the body.  
My second is the portion of the plant below the ground.  
My whole is a wild flower.

#### Tiger Lily:

My first is a fierce animal.  
My second is a graceful flower.  
My whole is the emblem of Princeton University.

#### Lily of the Valley:

My first is the emblem of Purity.  
My second is low land between hills and mountains.  
My whole is a cluster of flowers on a slender stem.

#### Carnation:

My first is a vehicle of many makes.  
My second is another name for a country.  
My whole has a spicy perfume.

#### Purple Aster:

My first is a mixture of blue and red.  
My second is the name of a well-known family of New York.  
My whole is a fall flower.

#### Dog Wood:

My first is a good friend of man.  
My second is a fuel.  
My whole is the bloom of a tree.

#### Bachelor's Button:

My first is an unmarried man.  
My second is used on clothes.  
My whole is a small blue flower.

#### Lady Slipper:

My first is the name given to a gentlewoman.  
My second is what Cinderella lost at the ball.  
My whole grew in your grandmother's garden.

#### Jack-in-the-pulpit:

My first is a boy's name.  
My second is where ministers stand to preach.  
My whole is a wild orchid.

#### Hair Bell:

My first grows on everybody's head.  
My second calls us to church.  
My whole is a pretty plant with blue flowers.

#### Moss Rose:

My first grows over rocks in the forest.  
My second is a flower of many varieties.  
My whole is seldom seen any more.

#### Easter Lily:

My first is the great spring festival.  
My second is a girl's name.  
My whole is a favorite flower for church decoration.

## Rosemary:

My first is used to perfume soap and powder.  
 My second is the little girl who lost her lamb.  
 My whole means "for remembrance."

## Dog-tooth Violet:

My first is a domestic animal.  
 My second gives a lot of trouble if it aches.  
 My third is a modest little flower.  
 My whole is a rare wild flower.

## Quaker Lady:

My first is a religion well known in Philadelphia.  
 My second is what every woman aims to be.  
 My whole is a tiny wild flower.

## Daisy:

My first is half of every twenty-four hours.  
 My second is the last letter of the alphabet.  
 My whole makes the fields white in June.

## Cat Tail:

My first is a domestic animal.  
 My second is possessed by most animals.  
 My whole grows in swampy places.

## Sweet Brier:

My first is the way sugar tastes.  
 My second is made into pipes.  
 My whole perfumes the air where I grow.

## Flowering Almond:

My first is the act of blooming.  
 My second is a nut.  
 My whole is a beautiful bush.

## Snow Ball:

My first falls on a winter's day.  
 My second children love to play.  
 My whole is a bush.

## TOPICS IN BRIEF, FROM CURRENT PUBLICATIONS

1. Suppose we elect a President and then the women change their minds.
2. Mayor MacSwiney has attracted

more attention than all the other starving people in Europe.

3. Baseball must clean up or clean out.

4. If people are the right kind of people, any form of government can be made to work.

5. Usually it is the man who howls loudest about free speech who has nothing worth saying.

6. An optimist is a fellow who takes a market basket when he goes shopping with only \$5 in his pocket.

7. Plenty of houses are now being put up—in price.

8. Falling prices are drawing the tears out of profiteers.

9. Oh! for the spirit of '76 and the prices of '96.

10. Americans invest first and investigate afterwards.

## THE PROFESSIONS

## PHYSICIAN

The day of the good old-fashioned family doctor, or general practitioner, is fast disappearing. He was the friend and confidant of each member of the family. He drove about the country, in all weathers and at all hours, in an open buggy. Now all our various ills are treated by high-priced specialists.

## DENTIST

A man in this profession uses steel tools and electricity. He grinds and hammers and digs. He hunts for live nerves. If we have any teeth he pulls them out. It is no longer fashionable to have natural teeth. To keep young and healthy, have your teeth pulled out.

## LAWYER

This man will do anything to help you until he gets all your money. He will give you advice, make your will, settle an estate, collect bills; but all your money will sooner or later find its way into his pocket.

## MUSICIAN

A man or woman in this profession gives a great deal of pleasure, but not to lip-readers. Some musicians sing, some play on the piano or on the violin. One

of the greatest in this profession was deaf—Beethoven.

## AUTHOR

This profession gives mankind more pleasure than any other. A long time ago there were few books, as they were all written by hand and beautifully illuminated, but when printing was invented the profession of writer became a means of livelihood. We all have our favorite authors. Some of us prefer serious reading, such as history; some only read fiction or poetry, but all of us love to read.

## ACTORS

Most of us are interested in people of this profession, although we rarely know them, as we only see them in the characters they play on the stage. For the last few years we do not even see them in flesh and blood, but moving pictures of them. The actor, whether on the screen or on the legitimate stage, must work hard if he would succeed. His life is far from being the bed of roses one's romantic fancy pictures it.

## PAINTER

Some one has said that this person was like the Winged Victory—all wings and no head. The painter has a great deal of temperament, which is another word for laziness. He works only when in the mood. When he is successful, which is not often, we praise him; when he fails, he receives no sympathy.

## TEACHER

There is less money to be made in this profession than in almost any other, and yet it requires lots of hard work to be a good teacher. Many of the profession have resigned in order to combat the high cost of living, and many schools are closing in consequence.

## SCULPTOR

This profession dates back to very old times. This man or woman may carve statues in wood, model them in clay, or chisel them out of marble. Sometimes equestrian statues are made by two men. The rider may be made by one man and the horse by another. Some well-known

modern sculptors are St. Gaudens, Rodin, French, and Bartlett.

## SURGEON

This man loves to cut and carve the human body; he can take you apart and sew you together again; he knows no fear; he is never happier than when operating; he has saved many lives and much pain. He receives vast sums for his work.

## STORIES

## THE DIFFERENCE

"Mamma," asked seven-year-old Charles, who was studying the Bible lesson, "what is the difference between high church and low church?" "I know," exclaimed his little five-year-old sister. "Well, what's the difference?" asked their mother. "One says 'awmen' and the other says 'ahmen,' she replied.

## WHY SHE COULDN'T GO

The children in the Sunday School class were getting restless, and the teacher, to divert them, asked all who wished to go to heaven to stand up. All rose but one little girl. "Don't you want to go to heaven, Jennie?" asked the teacher. "Yes'm," was the response, "but I know mother doesn't want me to go just yet."

## SUSPICIOUS ACTIONS

A motorist had been haled into court, and when his name was called the judge asked what the charges were against the prisoner. "Suspicious actions, Your Honor," answered the policeman who had made the arrest. "Suspicious actions?" queried His Honor. "What was he doing that seemed suspicious?" "Well," replied the officer, "he was running within the speed limits, sounding his horn properly, and trying to keep to the right side of the street, so I arrested him."

## WHAT SHE COULD DO

Mrs. Sutton advertised for a woman to do general housework, and in answer a colored girl called, announcing that she had come for the position. "Are you a good cook?" asked Mrs. Sutton. "No,

indeed; I don't cook," was the reply. "Are you a good laundress?" "I wouldn't do washin' and ironin'; it's too hard on the hands." "Can you sweep?" asked Mrs. Sutton. "No," was the positive answer. "I'm not strong enough." "Well," said the lady of the house, quite exasperated, "may I ask what you can do?" "I dusts," came the placid reply.

#### HOW HE KNEW

Ex-Ambassador Walter Hines Page was formerly one of the editors of

*World's Work* and, like all editors, was obliged to refuse a great many stories. A lady once wrote him: "Sir: You sent back last week a story of mine. I know that you did not read the story; for, as a test, I had pasted together pages 18, 19, and 20, and the story came back with these pages still pasted; so I know you are a fraud and turn down stories without reading same." Mr. Page wrote back: "Madam: At breakfast when I open an egg I don't have to eat the whole egg to discover it is bad."

## REORGANIZING EDUCATIONAL FACILITIES IN AUSTRIA

By JOSEF SCHARA

THE CALLING to the colors of school officials, the outcome of the long war, and the transformation of the empire into a republic, all tended to render necessary a complete reorganization of the educational facilities for the deaf in Austria.

Last summer as many former teachers of deaf children as could do so held a convention and passed a resolution, in substance, as follows:

The State should provide the funds for the maintenance of schools for the deaf, including the proper grading of the pupils; enforce compulsory attendance of pupils between the ages of six and fifteen years, including the first year in the kindergarten department; provide industrial training under competent up-to-date instructors; and provide a fund from which prizes may be awarded for exceptional efficiency in any line of work. Especially should efficiency in the study of agriculture be encouraged. Classes should be held in sections of the country where practical instruction can be given in the raising of the various fruits, vegetables, and flowers, in the care of chickens, in dairying, etc. After-care of the deaf till the twentieth year, and, if necessary, a continuance of industrial training, is advisable. If the products of the more efficient workmen possess a market value and are sold, then the respective pupils should be awarded a portion of the receipts.

It is proposed that school officials shall be supplied with the names of all persons known to have defective hearing, and to promote this good work the co-operation has been enlisted of the newspapers, physicians, the clergy, and the heads of clinics.

The number of pupils in a kindergarten class should be limited to 12; in the first and second grades, 8; in the higher classes, 12.

Courses of instruction for special branches are to be provided, but such courses shall not limit individual instruction on the part of the teacher.

A department in the Educational Institute of the University is to establish, in connection with a school for the deaf, normal training classes for students desiring to become teachers of the deaf. A three-year course is planned, which is to include manual training.

A special library containing literature for teachers of the deaf and students of the normal training classes is being provided jointly by the city of Vienna and by the State.

Provision is being made for holding annual meetings of teachers of the deaf.

A TEACHER'S REWARD—"We have just learned of a teacher who started poor twenty years ago and has retired with the comfortable fortune of fifty thousand dollars. This was acquired through industry, economy, conscientious effort, indomitable perseverance, and the death of an uncle who left her an estate valued at \$49,999.50."—*Seneca Vocational School*.

## THE EDUCATION OF THE DEAF\*

By F. W. BOOTH, Omaha

STATISTICS SHOW that there is one deaf person in every 1,500 of the general population, or one-fifteenth of 1 per cent. And as the ratio is necessarily the same among children of school age, there should be approximately 200 deaf children of school age in the State of Nebraska, or 30 more than are actually in attendance at our school at this time.

Our records give a variety of causes—that is to say, assigned causes—of deafness in our 170 pupils, as follows:

	Pupils
Congenital .....	78
Scarlet fever .....	6
Sickness .....	4
Cold .....	3
La grippe .....	3
Adenoids .....	2
Smallpox .....	2
Catarrh .....	1
Earache .....	1
Kicked by colt.....	1
Measles .....	1
Overdose of chloroform.....	1
Spinal trouble .....	1
Tonsillitis .....	1
Meningitis .....	24
Whooping cough .....	5
Abscesses .....	3
Fever .....	3
Pneumonia .....	3
Diphtheria .....	2
Typhoid fever .....	2
Congestion of lungs.....	1
Measles .....	1
Mumps .....	1
Smothered .....	1
Spasms .....	1
Strangulation .....	1
Unknown .....	13
Not deaf (hard of hearing).....	3

Note that of 170 pupils, 78 are reported by their parents as born deaf—that is to say, 46 per cent, or nearly one-half, came into the world without the sense of hearing. With the prevailing ratio of one deaf person in every 1,500 of population, and with half of the deafness congenital, we have it that one child is born deaf in every 3,000 births among the general population.

The question of the transmissibility of deafness, or of a tendency to deafness,

is an interesting one in this connection. The fact that of the 170 pupils in our school, 44, or one-fourth, of the 170 have each one or more deaf brothers or sisters would indicate that deafness is, in instances, a family or an inherited characteristic—that is to say, the tendency to deafness is transmissible. But may we go further and say, that not only a tendency to deafness, but actual deafness is transmissible? Yes, within limitations. Of the approximately 150 families represented among our pupils, the parents in three families are themselves deaf, and in one of these families the grandparents also were deaf, thus showing the defect persistent in three succeeding generations.

While statistics show, as has been stated, approximately one person born deaf to 3,000 births in the general population, they also show one child born deaf in every 100 of children of deaf parentage. Thus, while the liability of deaf parents having deaf children is not at all great, it is as 30 to 1 as compared with that liability in the general population.

It is an interesting fact that of the 46 new pupils admitted in the last biennium, 17 had deaf relatives—that is, brothers, or sisters, or parents, or grandparents, or cousins, or uncles, or aunts, or great-uncles, or great-aunts; also, it may be stated the parents of 5 of the 46 pupils were first cousins.

The earliest recorded attempts to educate the deaf date back about three hundred years. These attempts were sporadic—that is to say, individual, and scattered in various countries in Europe—but, undertaken as they were always by men of noble purpose and ingenious intuition, their success established the fact of the possibility of the education of persons not possessed of the sense of hearing, and even of those born in that condition.

In the nature of things, the first efforts at training the deaf were aimed at remedying the condition of dumbness which is of course the immediate and

\*Read before the Nebraska State Medical Association, May 24-26, 1920. Reprinted from the *Nebraska State Medical Journal*.



most obvious result of deafness; in other words, effort was made to give the dumb child speech. It may be said that deafness in no way affects or impairs the vocal organs, and in the large majority of cases the deaf child enters school with voice, and with the vocal muscles in varying degree developed, through their exercise in crying, laughing, or shouting. I say in varying measure developed, for in cases the child voices are weak, in others strong, but in all cases it is quite the rule that the tones or syllables emitted have but a single note or pitch. It is for the teacher to take what the child possesses in his full vocal equipment and develop and train the various muscles involved to act in unison or in proper sequence in the utterance of the numerous articulate sounds which we call speech. Needless to say, in the child's lack of ability to hear his own voice, the task of the teacher is no easy one. The child without the sense of hearing, unable to hear his own utterances, has to guide him only the senses of sight and feeling, the latter chiefly with the help, of course, of the sense of hearing of his teacher. Handicapped is he indeed, for, denied the use of one of his five senses—a sense that the race in its evolution has always depended upon and used in learning to talk—and compelled to develop and train to a new purpose and an unwonted use senses that the race has never before employed for that purpose and use, his handicap is a heavy one. The old co-ordinations of the so-called speech-center with the nerves of hearing no longer existing, new co-ordinations must be set up between this same speech-center and the nerves of feeling and of sight.

While the earliest efforts to educate the deaf were of individual cases, and date back fully three centuries, the first regular public school for educating deaf children was established only a little more than one hundred and fifty years ago. This school, founded at Leipzig, Germany, was an oral school, teaching children to speak and educating them in all branches through speech and lip-reading.

While we have little record concerning

the methods of this earliest German school, we know concerning them that they were strictly oral—that is, aimed primarily to develop the powers of speech, together with ability to read and write the language spoken. Other schools started later on in Germany, and other countries soon made schools for the deaf common throughout Europe, and such schools became and are today a part of the schooling provision of every civilized country of the globe.

While all the earlier methods of training the deaf were oral, the difficulties involved in producing intelligible articulation led workers in instances to look for shorter and easier ways to the goal of education, to education that would give a command primarily of written language and facility in its use without attempting to give speech.

Thus were set up two classes of schools, with two distinct aims and employing radically differing methods—the one class of schools employing oral or speech methods, the other employing what may be termed silent methods. In the silent-method schools, as an aid to the teacher in giving meaning to written words and sentences being taught, a system of signs, natural as far as possible, but in the greater part artificial, was devised, and it became a veritable language, to be used not only for translation purposes, but also for giving general information, the deaf acquiring it to an extent that it served them as a vernacular and in their own restricted social circles as an all-sufficient medium for thought communication. This non-oral, signing method of instruction had its inception in France, and it was and is known as the French method, as distinguished from the oral, or German, method.

The first school for deaf children in America was established at Hartford, Conn., in 1817, one hundred and three years ago. Through a peculiar combination of circumstances, the steps of the man sent from America to Europe to learn the art of teaching the deaf were directed to France, the then hotbed of manualism, instead of to England or Germany, where only oralism prevailed, and he brought back the manual method, to-

gether with a deaf teacher skilled in the sign language. Thus the manual, or sign-language, method became the method employed in the Hartford School, to spread to other schools subsequently established in the various States during the following fifty years.

In the year 1867 an oral school was started in the little town of Chelmsford, Mass., later removed to Northampton, Mass., and there taking the name of Clarke School. The remarkable success of this school in giving articulate language to deaf children soon became a matter of general knowledge in the profession, and from that small single school the oral method spread, until it is today the exclusive method of 99 of the 167 schools in the country, and the dominant method in practically all the others, the latest statistics giving it that of the 13,793 pupils in American schools, 11,282, or 81.8 per cent, are taught speech and for the most part are being educated through speech—that is to say, without the use of the manual alphabet or the sign-language. Thus it will be seen, a veritable revolution has taken place in the methods employed in our American schools in the last fifty years.

The advantages of the oral over the manual methods are, of course, that it gives, in addition to a general education, speech and the faculty of reading speech on the lips—accomplishments that are a distinct plus to the deaf person whenever they are, through skillful teaching, conferred.

It may perhaps be expected that I shall speak specifically of the method or methods employed in our own State school. I may say briefly that the school was established fifty-one years ago, in 1869, with a deaf man as principal. Naturally, at that period and under a deaf teacher, himself educated by manual methods, the new school was wholly manual in its methods.

Some ten years later articulation teaching was introduced, with a single teacher giving training to the many children in the school, she able to devote but a few moments to each child in the day, the remainder of the pupil's time being employed under the manual, or sign-lan-

guage, method. Speech results by the system were, as may be conceived, most meagre.

Some improvement came later, in the introduction of oral classes, so called, where a mixed system was employed—that is to say, speech was taught and used, but the sign language was also freely employed in the same class. The result by this mixed system was that few children acquired really serviceable speech, much less gaining the speech habit, which is in itself an important and valuable acquisition. This mixed or combined system, as described, continued, with its indifferent speech results, until the meeting of the 1911 legislature, when, at the instance of interested parents of deaf children in the State, a law was introduced and, in spite of the strong opposition from the then school authorities, was passed, specifically requiring the employment of the oral method in the school. This law in its main provision reads as follows:

"All children hereafter admitted to the Nebraska School for the Deaf and all children who have not advanced beyond three years in the course under present methods shall hereafter be taught and trained in said school by the oral, aural and lip-reading method to the exclusion of the deaf alphabet and sign-language, unless incapacitated by mental defects or malformation of the vocal organs."

This law went into effect upon the opening of the following term of school, in the fall of 1911, with its requirements to be fulfilled by a new school administration in full accord with its aims and purposes.

It will be appreciated that a change of methods used in the school such as was contemplated by the law could not be effected at once. The older pupils started under the manual method, and well on in the course must of necessity be continued under that method, for method horses cannot with profit be changed in the middle of the stream; hence the eight classes graduating up to this year have all been manually taught, and the school only now is ready to send out its first orally educated class, which it will do at the com-

ing commencement in June. The school today, with its enrollment of 170 pupils, consists of eighteen classes, fifteen orally taught and three manually.

In addition to a literary instruction, the school provides industrial training to fit the pupils for life, the industries taught being cabinet-making, carpentry, painting, gardening, and printing for boys, and housework, plain and fancy needlework, dressmaking, and all kinds of cooking for the girls. In this connection it may be mentioned that the whole theory and practice of industrial school training had its inception in schools for the deaf in this country, where it was earliest recognized as a necessity that boys and girls should have a training practical in the extreme and one that aims to fit primarily for self-supporting, useful citizenship.

Schools for the deaf, it may be observed, give the laboratory test to all pedagogic theories, for all devices are in them put to the severest trial, and only the effective survive.

In closing, I cannot but speak of the interested, appreciative, and helpful attitude which the medical profession in general has always maintained toward our work in the schools. The doctor is the person at once consulted when a child's hearing is first a question of doubt, and in most cases advice given points to the special school as the place where the child may, in default of cure or improvement of his condition, have such instruction and training, mental and moral, as shall for all practical purposes restore him to a condition of normality such that he shall become a happy, self-supporting, family-rearing, and, in full average measure, useful member of society. However, cases occur from time to time where the above advice by physicians is not given, or if given it is for some reason not taken by parents, and deaf children are kept out of school altogether or until too old to be taught to advantage. We have at present two girls who entered school for the first time in January, one fourteen, the other twenty-nine years of age, and two boys who entered a year before, one sixteen, the other twenty-one. In the case of the fourteen-year-old girl, court action had to be taken to induce

the father to enter his child in school, he making the plea that he was having her deafness treated by his family physician in the hope of cure—an absolutely vain hope in her case. I may say in this connection that I have personally, in my professional experience, had to do with approximately two thousand deaf children, and I have never known of a single case of recovery or even noticeable improvement in hearing, nor have I heard of cases in other schools.

May we not, then, both the medical and educational profession together, accept the physical condition of deafness as practically unchangeable, and proceed on lines not aiming to restore hearing, but to restore all normalities otherwise, such that the deaf child shall grow up to be trained and educated in the fullest possible development of his remaining powers and faculties, to the making of him into the useful member of society that he may easily become and that without education it is impossible for him to become. But this means close, interested, and active co-operation as between physicians scattered throughout the communities of the State and the school, to the end that deaf children may surely and early be given a chance to receive the benefits of instruction and training that the State has in its wisdom provided them. Physicians, in the nature of things, are in closest touch with and have the fullest knowledge of the defective children in the community, and their advice has always determinative weight; hence their responsibility in guiding parents to early and wise action that will insure the deaf child schooling at the age when he can receive from it the greatest benefit.

The school receives children at the age of six years, and they remain under instruction an average period of twelve years, covering in that period the twelve grades into which the course of instruction is divided, the last or graduating grade giving training in grammar, advanced arithmetic, algebra, physiology, physics, American, English, and Universal History and English literature and composition. They are thus prepared for advanced courses in public high schools or colleges, which courses not a few take

up and pursue even to the point of graduation. And in after life they enter upon various and numerous occupations wherein the sense of hearing is not an essential, winning therein for themselves the full average of success in life.

The age of six years seems the best for entering the deaf child in our school, inasmuch as a certain mind maturity is usually present at that age that is absent in younger children. And this age in preference to an age older, because experience has shown the vocal organs to be still plastic at that age and the muscles more evenly developed and developable than later, when certain vocal muscles have been, through exclusive use in crying, laughing, and shouting, much overdeveloped and others, through prolonged non-use, remain undeveloped, making even development later extremely difficult and in cases impossible. Then the age is favorable for the development, or rather the training, of the remnant of hearing possessed by the pupil. It may be pointed out to physicians especially, and by them to parents who may be reluctant to send their child who has merely impaired hearing to the school, that present-day methods, because they constantly use and exercise the hearing possessed, are especially effective in developing or educating it in the understanding of heard language.

Finally, the question arises, How may physicians and the school co-operate most effectively in securing school attendance of deaf children? Assuming interest in the matter on the part of the physician and appreciation of the great alleviative effects flowing from the application of educational processes, it would seem to require only that the physician take upon himself a personal responsibility in securing a sure and early admission of a child to school privileges. This might be done through the instrumentality of the State Board of Health as a part of its requirements in formal reports. Or, again, the school itself might, in an annual circular or otherwise, make request of every physician in the State that he bear in mind the educational advantages provided by the school, and that he in response should inform the school authorities regarding any child known to

him to be sufficiently deaf to require special instruction by them.

And now I would extend to the physicians and all others present a most cordial invitation to visit our school—your school—there to have a demonstration of what we are doing in the work, not of restoring hearing, but of restoring the educational values that come under normal conditions to all possessed of that priceless heritage.

### WITH EYES THAT HEAR

Many times during the years that I have been struggling out from under the cloud of total deafness have I had dreams—optimistic dreams of joining heartily a group of friends without need of my ear-phone. That dream seemed indeed to be *all* a dream, as vague and mystic, as unthinkable and remote, as the possibility of hearing the angels sing.

And now, just as surely as the most delightful and unexpected thing will happen sometimes, I have been to a "party," leaving my ear-phone at home! It was an "honest to goodness" party, too, with flowers and music and ice-cream and all, and you may be sure I must pinch myself to see if I am Alice in Wonderland or some one else!

Those invited were the pupils of Miss Hermine Mithoefer, head of the Cincinnati School of Lip Reading. Gathered at her charming home was a group of men and women above the average—cultured, interesting folk, such as one meets through *THE VOLTA REVIEW*.

It would not have surprised me in the least to have one of the jolly-looking men announce that he was a relative of Mr. John Ferrall, nor to have met a near kinswoman of Miss Andrews, or Miss Clark, or Mrs. Nitchie.

All of the guests were more or less proficient in the art of lip-reading, and only a brilliant mind-reader could have suspected that we were hearing only with our eyes.

I find it difficult to express the gratitude felt for the opportunity of uniting with these charming people in forgetting deafness and in seeing only a gracious, friendly world waiting to meet us halfway.—*Ida H. Wilson.*

## THE OTOLOGIST AND THE LEAGUE FOR THE HARD OF HEARING \*

By GEORGE E. SHAMBAUGH, M. D.

**O**TOLOGY has in something more than a quarter of a century undergone a most remarkable development. From being the most neglected of all the so-called head specialties, it has become among all of them pre-eminent, surpassing even ophthalmology in its achievements.

The first great conquest of modern otology was the surgical mastery of the complications arising in the course of acute inflammation of the middle ear—that is, in the surgical treatment of acute disease of the mastoid and the intracranial complications arising from this disease. The second conquest was the mastery of the clinical problems associated with chronic suppuration of the middle ear, including the successful surgical treatment of the so-called chronic mastoiditis. More recently have developed extensive investigations of the labyrinth of the ear. These investigations have given us a much more definite knowledge of the anatomy and physiology of this complicated and most interesting mechanism. They have gone further and have given us a definite knowledge of the various pathological changes involving the labyrinth, as well as of the symptoms resulting from disease of this part of the organ of hearing. The problems relating to infection of the labyrinth, especially of infections produced by extension from middle-ear disease, have been solved, so that the otologist has a more or less definite procedure to carry out to circumvent the more serious consequences of these infections, especially those which are likely to result in fatal intracranial complications.

Our knowledge of the non-suppurative diseases of the ear has not been at a standstill. We have developed methods of differentiating accurately the several forms of ear disease which lead to a loss of hearing. We have now little difficulty in deciding which cases may be improved

by treatment and which cannot be so improved. Formerly, when our methods were not so well developed, we were led to treat all cases as though they might be improved. It has been indeed a great achievement to be able to select those cases which require treatment from others where treatment can be of no benefit.

This brings me to the special point of this article, namely, the League for the Hard of Hearing from the standpoint of the otologist. Since we have reached the place where we are able definitely to distinguish the cases of defective hearing where treatment may bring improvement from those where treatment can be of no assistance, we are confronted squarely with another problem—What can be done for those cases of increasing deafness which are not amenable to treatment? This is a problem deserving our most serious consideration, as every one must realize who has come in contact with persons suffering from a gradual loss of hearing. The problem we are facing is not the same as in the case of inherited deafness or where the deafness is acquired in early childhood—that is, in the case of deaf-mutism. The problem here has to do with those who in adult life are confronted with a partial or complete loss of hearing, for which there is no hope of improvement from treatment.

It is for just these cases that the League for the Hard of Hearing has come to the aid of the otologist. A great deal can be done for these cases, although not by improving the hearing. The problem is rather to devise means by which the chasm resulting from the loss of hearing can in a measure be bridged over. This is a very definite problem, the solution of which has several well-defined aspects. One of them is the acquiring of skill in lip-reading. This is perhaps of first importance, for it brings to these cases, as nothing else can do, a hope and something definite for which to work. Another aspect of the problem

\* From the Annual Report, Chicago League for the Hard of Hearing.

is the social aspect. These people need help which can only be provided by bringing them together as the League is attempting to do. Then, too, there is the economic problem. A person who is losing his hearing finds increasing difficulty in earning a livelihood, and if left to himself has no very bright outlook on life. There are many things that the person with defective hearing can do. It is for the League to help him solve this problem. As otologists, we are only beginning to appreciate the League in our efforts to ameliorate the condition of those who are losing their hearing as the result of changes in the ear which cannot be improved by our method of treatment.

The work of the League begins at the place where that of the otologist ends. Our work consists in the diagnosis and treatment of the diseases which affect the organ of hearing. The work of the League is to ameliorate the condition of the deaf. This is a work which the otologist has not the time nor facilities for carrying out, however much our sympathy for these cases may arouse in us the desire to help them. The League is the gateway above which is written *HOPE* for those whom the otologist is not able to help.

#### BUSY—HELPING OTHERS

The activities of Mrs. Nathan Todd Porter, Jr., of Montclair, N. J., would stagger a woman with less energy and indomitable purpose. She is devoting her time, strength, and means in a most remarkable degree to making the world a more pleasant place for those with imperfect hearing.

Mrs. Porter is a member of the Board of Directors of the New York League for the Hard of Hearing, and was for two years the assistant teacher in one of the New York schools. She also has a studio of her own, where she gives lessons and practise work in lip-reading, and on Thursday of each week she has a practise class of hard-of-hearing school children at the New York League. She is a normal graduate of both the Müller-Walle and Kinzie methods.

In Philadelphia she assists in teaching

in the Kinzie School of Speech-Reading and is a member of the executive, membership, and hospitality committees of the Speech-Reading Club.

She is treasurer of the newly organized American Association for the Hard of Hearing, as well as a member of the board of managers and of the executive committee.

She is a member of the advisory council of the American Association to Promote the teaching of Speech to the Deaf, and her interest in its work has been for months a constant inspiration to the force at the Volta Bureau. Despite all of the occupations mentioned above, and a never-ending round of exacting social obligations, Mrs. Porter frequently goes out and secures another life-member for the Association.

"We must never forget the little deaf children," she said once. "The work of the Volta Bureau for hard-of-hearing adults is a wonderful thing, but the little children must always come first."

The securing of life members is one of the very best ways to help in all the work of the Volta Bureau, and Mrs. Porter never loses an opportunity. There are no less than 25 to her credit. Should not such a record inspire other members to give practical help to our Association?

Since the above account was written, the announcement has come of the opening of Mrs. Porter's studio to all speech-readers and their friends during the month of January. (See page C of the advertising department.)

A veritable, tangible "friendly corner" is thus provided for all who are interested in the subject of speech-reading. At the fascinating little studio, with its interesting furnishings, one may chat cosily with an old friend, find a new one, practise speech-reading, rest comfortably, and examine any and every copy of the magazine devoted so largely to meeting his especial needs. In this day, when the progress of any movement depends upon co-operation, such an opportunity for "getting together" should meet with the warmest welcome. May the new plan meet with the great success it deserves! In carrying it out, the busy lady will surely be still busier—helping others.

## QUESTIONS ON PHONETICS \*

1. WHAT IS meant by *phonics* or *phonetics*?
2. What is a *phonogram*? Give examples.
3. What is a *phonetic* word? Give examples and explain why each word is phonetic.
4. What is an *unphonetic* word? an *analogical* word? Give examples.
5. What proportion of the words and syllables in English is phonetic?
6. How many *elementary sounds* are there in English?
7. What is the difference between a *consonant* and a *vowel*?
8. How many *consonant sounds* are there in English? How many *vowel sounds*?
9. What are the *consonant sounds* in English and the *phonograms* that represent them?
10. What are the *vowel sounds* in English?
11. What is meant by the *modified vowel sounds*?
12. What is meant by teaching sounds by *imitation*? by *position*?
13. What is a *voiced consonant*? Give examples.
14. What is a *voiceless* or *breath consonant*? Give examples.
15. What is a *stopped consonant*? a *continuant*? Illustrate.
16. What is a *nasal consonant*? How many in English? Illustrate.
17. What is the difference between a *diphthong* and a *vowel digraph*?
18. What are the diphthongs in English?
19. What is a *long vowel digraph*? Give examples. What other vowel digraphs are there?
20. What is a *consonant digraph*? a *trigraph*? Give examples of each.
21. What is meant by the *blend*?
22. What is the difference between *spoken* and *written syllables*? Illustrate.
23. Why does a vowel naturally blend with a consonant that precedes rather than with a consonant that follows?
24. What sounds of the vowels are most common?
25. What is an *open syllable*? a *closed syllable*? Illustrate.
26. What is the sound of a vowel in an *open, accented syllable*?
27. What is the difference in the sound of the first *o* in *notion* and in *annotation*? Explain.
28. What is the usual effect of silent final *c* on the preceding vowel?
29. Why is the first vowel long in *note*, *coat*, and similar words?
30. Is the sound of *r* before a vowel the same as the sound of *r* after a vowel in the same syllable? Illustrate.
31. What are the usual sounds of *c* and *g* before *e*, *i*, and *y*? Illustrate.
32. What vowel digraphs have the same sound as *a* before *ll*? Compare this sound with the sound of *o* in *for*.
33. What is the usual sound of *u* after *r*, *f*, or *l* preceded by a consonant, in such words as *rule*, *June*, and *blue*?
34. What is the usual sound of *a* after *w*, *wh*, or *qu*? Give examples.
35. What is the usual sound of *o* after *w*?
36. How does a knowledge of phonetics help in *word recognition*?
37. What is the value of phonetics in *pronunciation*?
38. What is the relation of phonetics to *spelling*?
39. What is meant by *articulation* and *enunciation*?
40. What is the value of phonetics in teaching English to non-English-speaking children or adults?

### FOR HARD-OF-HEARING CHILDREN

Vienna, Austria, in spite of its desperate economic conditions, has recently opened classes for hard-of-hearing school children. Are we not neglecting many duties?

Among the provisions for auxiliary classes in Ontario schools, we note:

*Speech Classes* for children who suffer much from stammering, stuttering, and other marked speech defects.

*Lip-Reading Classes* for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

\* Courtesy of Ginn & Company.

The purpose of these questions is not to test either pupils or teachers, but to call attention to those facts in phonetics that are of value in teaching normal children in the grades.

## ANSWERS TO QUESTIONS ON PHONETICS\*

1. PHONETICS is the science of speech sounds; *phonics* means the same thing. Sometimes the terms are used in specific ways; for example, phonics to mean *sounds* in teaching normal children and phonetics the *positions* of the vocal organs in teaching the deaf.

2. A phonogram is any character or group of characters used to represent a speech sound—*a ay ou b m ch sh tch*.

3. A *phonetic* word is one that is pronounced as spelled—*bid bide farm out call toil play meat*.

4. An *unphonetic* word is one whose spelling does not reveal its correct pronunciation—*done give says said glove have*.

An *analogical* word is one, unphonetic in form, that can best be taught by comparison with a known word of similar ending—*gold cold child mild bread head find grind*.

5. About 85 per cent of the words and syllables in English are phonetic.

6. There are 44 *elementary sounds* in English.

7. A *consonant* sound is an *obstructed* sound. The *vowel* sound is the *open*, or *unobstructed*, sound.

8. There are 25 *consonant sounds* and 19 *vowel sounds* in English.

9. The *consonant sounds* are *b p m w wh v f th* (then) *th* (thin) *d t l n r z s j ch zh sh y g k ng h*. The *phonograms* that represent these sounds are *b c d f g h j k l m n p r s t v w x y z sh ch tch ck ng th wh qu*.

10. The nineteen *vowel sounds* are as follows: *a* as in *mat, mate, fast, car*, and *care*; *e* in *met* and *mete*; *i* in *pin* and *pine*; *o* in *not, note*, and *for*; *u* in *cut, cute*, and *curl*; *oo* in *room* and *book*; *oi* in *oil*, and *ou* in *out*. The *phonograms* that represent these sounds are *a e i o u oo oi oy ou ow au aw y*. (The long vowel digraphs are mentioned later.)

11. The *modified vowel sounds* are the sounds in unaccented syllables, as *a* in

*senate*, *o* in *annotation*, etc. As a rule, vowels do not have their regular or normal sounds except in accented syllables.

12. Sounds are taught by *imitation* when the pupil listens and imitates what he hears; by *position* when the pupil is taught the position of the vocal organs for each sound and reproduces the position. Deaf children must be taught by position. Normal children may be taught by imitation or by position.

13. A *voiced consonant* is one that is produced with voice, as *b d g v z m n l r*. The vibration of the vocal cords is felt if the hand is placed on the throat. (A speech sound is *voiced* when the vocal cords vibrate, producing a sound which is modified by the other organs of speech. When a speech sound is produced by the other organs of speech without any action of the vocal cords it is called a *voiceless* or *breath* sound.)

14. A *voiceless consonant* is produced without voice, as *p t k f s*. No vibration is felt in the throat, but breath is felt if the back of the hand is held in front of the lips.

15. A *consonant* is an obstructed sound. The obstruction is complete for an instant in the case of the *stopped consonants*—*b p d t g* and *k*. All other consonants are *continuants*—that is, the sound can be prolonged, as in *s z m n l r*, etc.

16. The *nasal consonants* in English are the voiced consonants in which the sound passes through the nose instead of the mouth. There are three: *m*, *n*, and *ng*.

17. In a diphthong *two vowel sounds coalesce*; in a vowel digraph *two vowel letters* are used to represent *one sound*. *Oi* in *toil* is a diphthong; *ay* in *pay* is a digraph.

18. The diphthongs in English are *oi*, *oy*, *ou*, and *ow* (as in *cow*). (The sound of long *i* is also a diphthong and long *a*, long *o*, and long *u* are not simple sounds, but these facts should be ignored in teaching normal children.)

19. The most common vowel digraphs in English are used to represent long vowel sounds, the first vowel having its long sound and the second being silent—

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In these answers there is no attempt to go into detail, but enough is given in each case to make the point clear. If the questions and answers stimulate the interest in phonetics and lead to further study of the subject they will have served their purpose.



*ai ay ee ea ic oa oc ow* (as in *bowl*) *ue*. There are other vowel digraphs, as follows: long *oo* as in *room*, short *oo* as in *book*, *au* as in *haul*, and *aw* as in *law*. *Au* and *aw* have the same sound as *o* in *for* or *corn*. There are also vowel digraphs in many unphonetic words that must be taught either as sight words or as analogical words, such as *bread*, *head*, *friend*, and *says*. *Ew* has the sound of long *u* as in *new*.

20. Two consonants used to represent a single consonant sound form a *consonant digraph*—*sh ch th wh ck ng*. In a *trigraph* there are three consonants, as in *tch*.

21. For each sound there is a position of the vocal organs. In a word of three letters, like *sat*, there are three positions. By *blend* is meant the way the organs of speech pass from one position to another in pronouncing the word. The first position is for *s*; then the organs pass to the position for *a*, giving *sa*; and then to the position for *t*, giving *sat*.

22. Written syllables are based largely on etymology. The rules are for the printer, the typist, or the writer. Spoken syllables are based upon euphony. Written syllables—*hunt cr*; spoken syllables—*hun ter*. Written syllables are significant in spelling; spoken syllables in oral reading.

23. In the spoken syllable the consonant invariably goes with the following vowel for reasons of euphony. It is easier for the voice to pass from consonant to vowel than from vowel to consonant. To illustrate this, repeat *ib ib ib ib* as fast as possible. Note the change to *bi bi bi*.

24. The short vowel sounds are most common in English and are most easily pronounced by normal English-speaking children.

25. An *open* syllable is one that ends in a vowel, as both syllables in *la dy*. A closed syllable ends in a consonant, as both syllables in *lad der*. They are so named because the mouth is open when pronouncing a vowel and closed, or nearly so, when pronouncing a consonant.

26. In an open, accented syllable the vowel is long—*la dy*, *no tion*.

27. The first *o* in *no tion* is long because it is in an open accented syllable. The

first *o* in *anno tation* has the modified long *o* sound because it is in an open, *unaccented* syllable.

28. Silent final *e* usually lengthens the preceding vowel, as in *note*, *hide*, and *cap e*.

29. *Note*, *coat*, and similar words originally had two syllables, as both vowels were pronounced—*no te*, *co at* like *li on* and *re al*. The first vowel was then long because it was in an open, accented syllable. This long sound is retained, although the second syllable no longer exists.

30. *R* before a vowel in the same syllable is a consonant, as in *rat*. After a vowel in the same syllable, *r* combines with the vowel, making a kind of diphthong, as in *car*. The sound of *r* varies considerably in different parts of the English-speaking world.

31. Before *c*, *i*, and *y* the letter *c* has the sound of *s*, and *g* usually has the sound of *j*—*cent*, *city*, *cycle*, *gentle*, *gin*, *gypsum*.

32. *A* before *l* or *ll* has the same sound as *au* in *haul* or *aw* in *law* and *o* in *for*, in such words as *ball*, *call*, *hall*, *talk*, and *salt*.

33. After *r*, *j*, or *l* preceded by a consonant, *u* in such words as *rule*, *June*, and *bluc* has the sound of long *oo* (*rue*, *rueful*, *rude*, *jute*, *blew*, *flew*, *fluc*, etc.).

34. *A* after *w*, *wh*, or *qu* usually has the sound of short *o*—*was*, *watch*, *what*, *squash*. In *quart*, *quarter*, and some other words in which *qua* is followed by *r*, *a* has the same sound as *o* in *for*.

35. After *w* the letter *o* usually has the sound of short *u*—*wont*, *won*, *wonted*, *wonder*. When *wo* is followed by *r*, *o* has the sound of *u* in *curl*—*word*, *work*, *world*, *worm*, *worse*, etc.

36. More than 85 per cent of the words and syllables in English are phonetic and can be recognized and pronounced by one who knows the elementary sounds and how to blend them.

37. *Pronunciation* depends upon the *elementary sounds*, the *blend*, and the *accent*. The study of phonetics gives both the sounds and the blend, while accent is a factor only in words of two or more syllables.

38. Unphonetic words like *have* and *says* must be taught as sight words. The

spelling of phonetic words containing vowel equivalents, such as *meet* and *meat*, must be taught in connection with the context. Most phonetic words like *bid*, *then*, *play*, etc., are spelled as they are pronounced. A knowledge of phonetics makes it clear when to use *ch* and *tch*, and there are other similar facts that are significant in spelling. (*Ch* is used initially, as in *church*, after a consonant, as in *ranch*, and after a long vowel, as in *teach*. *Tch* is used after a short vowel, as in *catch*. The exceptions are *which*, *such*, *much*, *rich*, and *touch*.)

39. The sounds of the human voice blend to produce articulate speech and may be so uttered that the enunciation is distinct. For each sound there is a par-

ticular position of the vocal organs, which is only momentary, and then the position changes for the succeeding sound. It is convenient to use articulation in a special sense to mean the way the organs of speech work together or articulate in producing the various speech sounds. If the organs of speech do not take the correct positions, the sounds produced are imperfect.

40. When a non-English-speaking person says *dis* for *this*, or *vent* for *went*, or makes any similar mistake, it means that his speech organs have taken an incorrect position. A knowledge of phonetics will enable the teacher to correct the position of the speech organs and therefore the sound.

## INFECTIOUS DISEASES AND DEAFNESS

By FRED DE LAND

CAREFUL COMPILATION of available statistics appears to indicate that the four principal causes that leave deafness in their trail or precede loss of hearing are scarlet fever, measles, syphilis, and unwise marriages.

Of all diseases of childhood and infancy, scarlet fever is dreaded most, not only because of its intense malignancy, but because, even in mild cases, it is unusually infectious and is often accompanied by grave complications.

Though called a cold weather disease, because it is usually more prevalent during the winter and spring months, when children congregate together, yet many cases occur during the summer months. The opinion prevails that the younger the patient, the more likely the disease is to prove fatal.

Many physicians believe that when a child complains of having a sore throat and of being "sick at the stomach," and at the same time the child's face is hot and feverish and the pulse is rapid or racing, the better plan is to isolate the child at once and call the family physician. Under no circumstances should parents wait until the scarlet rash appears, or foolishly assume that the child is not very sick, and that the expense of

a physician's visit can be avoided. The sooner a physician examines the patient, the milder the disease, whatever it may prove to be. Better a dozen false alarms than one day's delay in possible cases of infectious diseases.

When there is the slightest suspicion that the symptoms the child complains of are the danger signals of an infectious disease, the mother should not only keep the child away from other children, but it should be put to bed in a room in which it can remain during the long period it may have to be confined, say from six to eight weeks. During that period only the nurse, the physician, and the mother should be allowed to enter that room. If the physician finds that the child is threatened with scarlet fever or with measles, and local conditions permit, it may be deemed desirable to have the child removed at once to a hospital that is equipped to properly care for patients suffering from infectious diseases.

If the child is not sent to a hospital, then immediately after the child is put to bed all hangings and every unnecessary article of furniture should be removed from that room. Complete outfits of bed linen, three to six sets or more, should be provided, and thereafter, during the

child's confinement, be kept separate from all other linen. Six or more easily-slipped-on night-gowns should also be included.

Each day whatever soiled linen is removed should be at once placed in a disinfecting solution the attending physician will order and left to soak in the solution for an hour or two before being washed and ironed separately from all other linen or clothing. Often the disinfecting solution the physician will order is prepared by stirring six fluid ounces of strong carbolic acid in two gallons of hot water. At least a quart of carbolic acid should be purchased at once, for a quart is necessary in making a little less than thirteen gallons of the disinfecting solution. Thus, several quarts may be required before the danger from a conveyance of the infection passes. Also having more than one pan, tub, or jar containing the disinfecting solution will be found useful.

A separate set of dishes, spoons, cups, and glasses should also be provided for use by the sick child, and after each has been used it should be placed in the disinfecting solution before being washed separately from all other dishes.

Dozens of small pieces of old linen, about four or five inches square, should be prepared for use in wiping discharges from the child's nose and mouth. After being used only once, these small squares of linen should be soaked in the disinfecting solution and then burned. If a sufficient quantity of old linen is not available, a good quality of tissue paper may serve the same purpose, provided care is used, and that each piece of paper is used only once and then disinfected and burned.

The child's nurse should be provided with a number of loose washable gowns that she can slip on over the low-price washable dress and waist she may select to wear in the sick-room. Loose caps that completely cover the hair should be provided. While in the sick-room, the nurse should constantly wear the special gown and cap. Should the nurse decide to take a walk for the sake of her health, or if she leaves the sick-room for other purposes, cap and gown and dress and waist should be removed and a clean and

disinfected street garment donned. If the garments that are removed are soiled from contact with the patient, even in the slightest manner, they should be placed in the disinfecting solution before being washed. Any one who may substitute for the nurse during her absence from the room must be governed by the same rules.

Special containers of the disinfecting solution should be provided for nurse and physician to place their hands in after each handling of the patient. The hands should then be scrubbed in hot soap-suds.

All discharges from the patient's kidneys and bowels should be passed into a bed-pan containing a little disinfecting solution. As soon as the pan is removed from the bed, sufficient solution should be added to completely cover the discharges. If the house has sewage connections, the disinfected contents of the bed-pan can be carefully emptied into the water-closet. If there are no sewage connections, then each disinfected discharge should be buried in the ground to a depth of twelve or more inches, at a point some distance from the house and from the source of any water-supply, and so thoroughly covered that neither chickens nor flies can gain access to the discharges.

As a rule, plenty of fresh air is advisable. The windows should be completely screened, and, if necessary, a screen-door should be provided. If a fly or other insect enter the room, it must be killed without delay. Thus a fly-swatter should be provided for use by the nurse.

That the necessary hot water may always be available, a gas or an oil stove might be placed in an adjoining small room having entrance into the patient's room. This small room can also be used as a retiring and disrobing room for the nurse. But the same rigid rules must apply to this room as to the room occupied by the patient. Before it is placed in charge of the nurse, all hangings and every unnecessary article of furniture, books, etc., should be removed.

Occasionally a family will be found who do not believe in calling a physician or even in enforcing rigid isolation. The

fallacious belief is held that the only action necessary is to anoint the child's body with oil and offer earnest prayers for its recovery. If the health authorities interfere, the parent may attempt to thwart reasonable sanitation measures by strong declarations of their "religious rights." But experience has shown, in ways other than through unanswered prayer, that there is a vast difference between the really righteous man and the self-opinionated bigot. An honest man will find a joy in being righteous in a civic or communal sense as well as in a spiritual sense.

Admitting that the words of the apostle may be construed to mean that anointing, prayer, and the laying on of hands are all that appeared necessary in apostolic times, yet let it be remembered that the Master's commands were not only that we should treat others as we should like to have others treat us, but that we should yield obedience to all reasonable laws.

The writer is in full sympathy with a belief in the power of proper prayer, and with the following-described form of "divine healing." An eminent surgeon, who has won so high a reputation for successful operations that he is often called to other cities to perform difficult operations, believes in the reasonable use of prayer, and knows how to present a sensible petition to our Heavenly Father. His prayers are helpful, are inspiring to his hearers; yet it is his invariable rule to carefully supervise the proper preparation of every detail along modern surgical lines before the operation commences. Not only is each instrument and each utensil selected for use carefully examined and seen to be properly sterilized, but every possible emergency that may arise is anticipated and provided for. Nothing is left to luck or chance, not even the uniforms or outer garments worn by his assistants. When everything is prepared to this surgeon's satisfaction, the patient is placed on the operating table, a brief prayer is offered for the patient's recovery and for Divine guidance of the surgeon's skill, the anesthetic is administered, and the operation performed.

This digression from the subject is presented in the hope, should an infectious disease appear in a family willing to rely on the efficacy of prayer, anointing, and the laying on of hands, that the ruling member of that family may perceive that the time for prayer and the laying on of hands is *after the child has been isolated* and a physician called or the health authorities notified. As ignorance of the law does not condone crime, so ignorance—or willful disobedience—of the health rules of a municipality is a poor excuse for permitting a dangerous infectious disease to get a foothold.

It is well to show respect to religious beliefs only so long as the practice of those beliefs do not prove a menace to the community. In any event, the members of a religious denomination should not forget that unity in belief never has existed among "Christians"; for the Master said, "And other sheep I have, which are not of *this* fold." Why should the health of those other sheep be placed in peril unnecessarily?

Only those parents who have had to attend a child afflicted with malignant scarlet fever can fully appreciate how many hours of watching, work, and worry might have been rendered unnecessary had the first case of the infectious disease occurring in the community been properly diagnosed, isolated, the residence placarded, and a strict quarantine enforced.

If there are other children in the family where one member is ill with an infectious disease, then the physician should determine each day whether those other children are carrying germs of the infectious disease in the discharge from the throat and nose. Here is where the old adage proves true, that an ounce of prevention is worth a pound of cure.

In cases of scarlet fever, the hearing is often lost through an extension of the severe inflammation in the throat to the mechanism of the inner ear. Thus, the more quickly the inflammation is under control, the less likely the mechanism of hearing will be affected.

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Mr. Samuel Putnam Avery, a valued member of the American Association, died recently at his home in Hartford, Conn.

## THE LECTURE-PHONE INTRODUCED

By LOUISE I. MORGENSTERN

SO FAVORABLY was I impressed by the service rendered to the hard of hearing abroad by the employment of the "multiphone" in meetings and lectures, that on my return to this country I decided to give it a trial here. The art of lip-reading, which finds its greatest usefulness in face-to-face conversation, splendid as it there is, enables but a small number of persons to follow public lectures, from which the hard of hearing and deafened, on the whole, have been and still are almost entirely shut out; consequently, the lecture-phone cannot be denied its place in aiding these people to keep abreast of current thought, in continuing or widening their education.

With these points in view, I approached the Director of Public Evening Schools of our local Board of Education and laid the matter before him. The city of New York is fortunate in having a man at the head of its Evening School work whose never-failing interest, patience, and kindness, whose keen judgment of men and affairs, have earned for him a reputation and place such as is not accorded to many. With that broad-minded understanding typical of him, a pupil and I were at once given a hearing, and received permission to begin to organize the work of holding lectures to the hard of hearing, as well as to have a classroom in Evening School 93, corner of 93d Street and Amsterdam Avenue, equipped with lecture-phones. Mrs. I. Gottlieb has also aided in this work.

The Dictograph Products Corporation of our city was called upon and interested in constructing the lecture-phone. The wires of the apparatus were laid under the desk on the floor of room 316 and covered up so neatly that the casual visitor to the room during the day, except for the receiver standing on the teacher's desk, cannot notice any difference. The ear-pieces, with sound regulating device, are removed and locked up during the week and adjusted before the lecture begins.

In the matter of lectures, we were likewise fortunate in getting the whole-

hearted co-operation of the Director of Lectures of the Board of Education. The subjects that were presented at the first two lectures were travelogues on France and Russia; the third was on "Armistice," and so splendidly rendered by Major Colman D. Frank that the audience, literally "all ears," listened on the wires to the events leading up to the ending of the great war with much enthusiasm and insisted on hearing the entire account, although it was long past the closing hour of the school. The lectures will be given in this building every Thursday evening at 8 o'clock. With the growth and development of the venture, there will be a well prepared program, introducing branches of science, art, music, current events, etc. If funds are available for a stereopticon machine, the lectures are to be illustrated by slides.

The undertaking is still in its infant stage, but it has great possibilities, and it is hoped that the good work thus begun will spread over the whole country, bringing to the hard of hearing the glad tidings of renewed participation in the affairs of the world and their fellow-men.

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### THE MEMORIAL FUND GROWS

Last month we announced the establishment, through the generosity of Dr. Harris Taylor, President of our Association, of a permanent endowment Memorial Fund.

This month it is our great pleasure to report an additional gift of \$1,000, bestowed "in memory of William John III, because 'Lady Telephone' knows that he, too, would have loved the little children who are deaf."

The generous donor wishes the management at the Volta Bureau to use the income from this fund so as to reach and help the largest possible number of deaf children. This will be done to the best of our ability, and an account of the action taken will be presented in a later issue of THE VOLTA REVIEW.

## ARE YOU ONE OF THESE?

By GRACE IRENE CARROLL

THERE is a sense of impotent despair which takes possession of the victim of a gradually increasing deafness, as of something unalterable, inevitable, unescapable—a murky cloud slowly and surely settling down to obscure the light of life; and even though a cheerfully optimistic temperament vainly seeks to dissipate the gloom of the impending doom of total deafness by rising above it in spirit, there are people who unconsciously defeat the effort and drag one down continually by their lack of understanding. Look over the following list and see if you are one of the endless host of careless, unfeeling, indifferent, unthinking, cruel ones who are rendering some deaf sufferer's cross the more heavy for him by your thoughtlessness. People are not, perhaps, intentionally unkind, but the deaf as a class are sensitive folks, and there are many little ways in which others "rub it in," evoke the inward bitterness, by some inadvertent reminder that to be deaf is to be not as others are, but stigmatized, as it were.

First, and least worth consideration, there are the selfish, impatient people, who are annoyed because the deaf one is slow at grasping the sense of what is said, who do not like to repeat or reiterate, who will not take the trouble to make themselves understood, but shrug their shoulders and turn away with a *sotto voce*, "Oh, he is so deaf," which perhaps the unfortunate deaf one, who misses what he wants to hear, by some perverse fate will manage to catch. It wounds, but one gets callous to these unfeeling people and learns in time to regard them with a philosophical indifference.

Then there are the people who raise the cloud of despair afresh by some ill-judged expression of commiseration. "Why, it is too bad that you are so deaf," they will say, perhaps. "Can't you have something done? Why don't you go to a specialist?" &c., &c. Or perhaps there follow endless recommendations of this or that doctor or treatment, when you have tried ear-drums, ear-phones, doctors,

specialists, chiropractic, electricity—in short, run the whole gamut of fads and devices for the deaf until you are tired and sick of the whole program and weary of the expense and of the endless verdict, "No help from this." I have been through the entire experience, and it is very wearying to have to recite it regularly for each new sympathizer, who is too obtuse, as a rule, to be made to understand the situation by any means short of putting him through the trial personally. Commiseration, while it is meant kindly, is ill-judged, because it hurts without helping.

Then there is a class of unfeeling people who only find deafness in another funny. Most hard-of-hearing people have the unfortunate knack of getting very near the mark of what was said without actually hitting the bull's-eye, and the result is undoubtedly often amusing. The mistakes of the deaf frequently call forth mirth. When there is a frank laugh, in which one can unaffectedly join, it is not so bad; but the covert smiles cut to the quick.

Not long ago a friend who has a new dog, which she has named "Mufti," joined a group among whom I happened to be standing. The young lady was but recently returned from abroad, where she did Red Cross work, and the word had been picked up somewhere while away. She thought it "cute." I unwisely inquired the meaning of the term, and she replied that it was used to designate "in civilian attire"; whereupon I exclaimed, "Insufficient attire! Why, poor dog! get him a wider collar," and of course there was a hearty laugh at my expense.

There are many very trying people who mouth at you, making the most grotesque conversational efforts imaginable. They do not raise their voices, but they grimace and distort their features in the most ludicrous manner in their attempt to make what they wish to say plain. If they could be made to realize it, they only make it much more difficult for the deaf one to comprehend than if they talked naturally. Their fancy that

mouthed their words makes them any more intelligible is an entirely mistaken one. Even worse are the folks, and they are legion, who think that because you are deaf you are likewise feeble-minded. They reduce their few phrases to the last attenuation of simplicity in order that you may get the sense. It is not always easy to feel tolerant or amused; one's pride of intellect is prone to take umbrage and rise in an inward rebellion, and it is difficult not to show impatience or even discourtesy. They mean kindly, doubtless, but one can't help feeling that being deaf does not necessarily mean that one is a fool, and that though you may be slow of comprehension at times, you are not exactly a simpleton.

The opposite extreme of this class are those who think that they must shout at you. Now, it is seldom pleasant to be rendered conspicuous, and not one person in ten is able to gauge the exact degree of your ability or inability to hear; so that oftentimes a person will raise his voice to an unnecessary pitch, thereby giving all the world within compass the benefit of what he says, in his kind, but mistaken, endeavor to make himself audible. It's a bit unpleasant.

Most deaf people have acquired the art of being good guessers, and can carry on a conversation with a certain amount of bluff, simply by getting an occasional clue to follow and supplying the deficiency with comprehending nods and smiles. I am one of these. I can manage to bluff through pretty well, despite my being a poor lip-reader.

Recently a lady of extreme refinement and low voice, who was unaware of my limitation, was conversing with me, and I was feeling serene in my success at catching enough of what she was saying to get along with some little bluffing, when an acquaintance, a man with a great big stentorian voice, saw us, and fancying I was in a predicament out of which he might help me, approached and, ascending to the top notch of his trumpet, asked me, "Can you hear her?" at which the lady, in some surprise, kindly inquire if I were hard of hearing, and I, amid blushes and confusion, had to admit that I was. This same man embarrassed

me each time that we met by insisting on shouting, although I repeatedly told him that I could understand readily if he spoke a little lower.

Not the least of the trials of being deaf is the oppressive dread of boring people, although, let me admit, there are few who are really rude enough to let it be seen that they are bored, even if they should be. And there is the ever-present fear that you may tire your unselfish friends, or prove a damper to free and joyous converse among those who feel for you. Richard Burton has a beautiful little poem, entitled "Of One Afflicted with Deafness," which bears upon this theme. Let me quote it:

"She moves about the house with meek content,  
Her face is like a psalm from other years:  
She only guesses half of what is meant,  
But hides her impotence, her natural tears.

Whenso we gather close for jest or tale  
She shuns the circle, lest it fret our mood  
To raise our voices till our joyance fail;  
She sits apart in patient quietude.

And though we try to make her lot more bright,  
To set her in our midst and show her love  
(For she is lovesome), yet few glimpse aright  
Her desolation and the cross thereof."

But let us turn the tapestry. If there are regrettably many cold, unfeeling, indifferent, and thoughtless people with whom we have to deal, there are, nevertheless, many kind ones, who are fine enough to understand. Among my acquaintances is a gentleman who is extremely hard of hearing, and who, being also inordinately sensitive, feels the handicap sorely. He dislikes to use an ear-phone, not because of any false pride, but because he says it has a tendency to get fastened to him, and the more that he uses it the more he must; also, he fancies that it gives him a sense of discomfort, a stuffy feeling in his head, and that after he lays it aside there is a disagreeable singing in his ears. Besides this, he feels that it holds him down in his effort to rise mentally above his limitation. He has a most devoted and unselfish wife, who brings her love for him to bear upon the situation and endeavors to shield him from even thinking that he is deaf. Her loyalty prompts her to protect him constantly from the simple hurt of his imperfection, and she

is every instant on the alert to be earscompensations of deafness. If we are for him, in order that he may not be sorrowfully reminded, even by a thought of his limitation. The use of a phone would relieve her greatly, but knowing his distaste for it, she never speaks of it or refers to it, trying her best to make him hear without giving him a sense that it is effort on her part or tires her. When he is inclined to feel reduced to an inexorable subjection to fate, she is unfailing in her cheerfulness and optimism, assuring him he is no worse than a year ago, or even two years ago. She never carries the silent, subconscious atmosphere of discouragement, which so often is the paralyzing attitude of our friends and relatives toward us and which we find it so hard to surmount. As a consequence he never feels any restraint with her or others, or has any fear that he is inflicting himself on her generosity, all because she brings LOVE to bear on the situation.

It is not, alas, the lot of many of us to have at hand a friend of this type. Most of us have to stagger along as best we can under our handicap; but, nevertheless, this is the ideal attitude toward the deaf. Can you emulate it or approximate it? With many the cloud is settling faster and faster, and at last there comes a time when the gloom of depression almost obscures the light of life. Do not add to the weight of the cross. Do not register yourself as one of the impatient, thoughtless, callously indifferent or intolerant ones. Try to feel for the affliction that largeness of sympathy which *understands*.

I have had people say to me that if they were given a choice between being deaf and being blind, they would prefer to be blind. But this surely shows a lack of serious consideration of the subject. The deaf can still get about, all the wonderful beauties of nature are still theirs to enjoy, and there is the world of books. Here are friends who are never cold, indifferent, rude, impatient, thoughtless, careless, or unkind, better minds with whom we may hold friendly converse in the pages of their writings. Emerson says, "A certain compensation balances every gift and every defect. For everything you have missed, you have gained something else." Here is one of the

deprived of the pleasure of free social intercourse with the world, we may still find our friends in books. Mine greet me familiarly from my shelves at all times—John Fiske, Carlyle, Plato, Emerson, Howells, Stevenson, and many more—and their pages are a never-failing substitute for the deprivations of deafness. I am never lonely.

Deafness is discipline. Being deprived of physical hearing, we are likely to discover that there is a spiritual hearing, a finer ear. Instead of listening outwardly, we learn to listen inwardly. The institutions grow sharper and the sensibilities become refined in a way that would never be possible except for the deprivation and discipline of deafness. So let us look about us and find our compensations, and not feel too greatly the inability of the world to understand and sympathize. Let us continue to try to lift the cloud in spite of all discouragements.

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"HER VOICE IS LIKE A FOG-HORN," was the comment of a friend about a charming deaf woman—not a word of her wonderful lip-reading that made conversation with her so easy, not a word about her lovely personality, largely lost because of the prejudice aroused by her harsh voice. If that woman but knew it, she could regain a full pleasant voice in a few weeks in the Voice Department of the Pacific Coast School of Lip-Reading. This school is equipped primarily to meet every requirement of the deaf and hard of hearing, the lip-reading department being especially well known for its results in teaching the understanding of speech by sight, and the voice department correcting the dead, harsh "deaf voices."

Lately, through the voice department, the school is extending its services to the hearing, quickly remedying all voice defects and giving especial attention to the mannerisms of public speakers. The method embraces lip-reading principles and is absolutely unique. Both departments offer splendid normal courses, and the lip-reading department holds a public class Tuesdays at 11 a. m., to which all lip-readers and those interested in work for the hard of hearing are welcome.—*From a San Francisco newspaper.*



## SYNONYMS FOR LIP-READING PRACTICE

**T**HIS EXERCISE has been given in the following way: The sentences, written on slips of paper, are given to the class members, the teacher keeping one of each group for herself. She then reads one of the sentences held by herself, and the students in turn read the corresponding sentences.

1. I told her to stop. I asked her to cease. I requested her to quit.

2. He has gone. He has departed. He has left.

3. The policeman chased the thief. The policeman pursued the robber. The policeman followed the burglar.

4. He refused to go. He declined to leave. He would not go.

5. They raised the house. They elevated the building. They lifted the house.

6. Do you uphold his claim? Do you support his demand? Do you defend his request?

7. I was bewildered. I was confused.

8. Did she aid you? Did she help you? Did she assist you?

9. I want that. I desire that. I covet that. I long for that. I wish for that.

10. They live in that house. They reside in that building. They occupy that dwelling. That is their residence.

11. Do not let the child do that. Don't allow the child to do that.

12. The child was hidden behind the tree. The child was concealed behind the tree. The child was out of sight behind the tree.

13. Please pardon me. Please forgive me. Please excuse me.

14. They appeared around the corner. They came into view around the corner.

15. He has absolute authority. He has supreme authority. He has unlimited authority. He has unconditional authority.

16. He is a lazy person. He is an idle person. He does not like to work.

17. This is an old house. This is an ancient building. This is an aged residence. This is an antiquated dwelling.

18. I do not agree with you. I disagree with you. My opinion differs from yours.

19. These books are similar. These

books are alike. These books are just the same.

20. I intend to stay here. I propose to stay here. It is my intention to remain here.

21. The soldier was brave. The soldier was courageous. The soldier showed courage.

22. I had no knowledge of the affair. I did not know about the affair. I was unaware of the affair.

23. He is not polite. He is rude. He is not courteous. He is impolite.

24. They were married. They were wedded. They were joined in wedlock.

25. I am opposed to that. I am against that. I do not approve of that.

26. He is rich. He is wealthy. He is not poor. He has much money.

27. That is impossible. That is not possible. That cannot be done.

28. We see them frequently. We see them often.

29. I was annoyed about the matter. I was troubled about the affair. I was worried about the business.

30. The door was shut. The door was closed. The door was not open.

31. The letter was brief. The letter was short. The letter was not long.

32. That is wrong. That is a mistake. That is not right.

33. I was surprised. I was amazed. I was astonished.

34. Go at once. Go immediately. Go now.

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## PUBLIC-SCHOOL WORK IN LYNN

### LIP-READING

Defective hearing in children is at once an individual calamity and a public burden. Such pupils misunderstand their associates and are in turn misunderstood, standing more or less apart from the valuable "living together" of the school. They usually make slow progress, frequently repeating a year, until, discouraged, they drop out of school as early as possible. Something over sixty such pupils were located in the several schools, and on April 21 classes in lip-reading were organized in five different buildings, 54 pupils being actually enrolled. Miss

Caroline F. Kimball was elected a full-time teacher in charge of this work, visiting the small groups in the several buildings in succession. Having been a grade teacher, she also understands school needs and has been able to co-ordinate her work most happily with the regular school studies.

Grateful and enthusiastic testimony has come from parents and teachers to the "wonderful improvement." From watching the lips of the speakers at home, in school, and at play, these pupils learn to understand fully where formerly they did not. It is hard for us to realize what a new world is thus opened to them.

#### SPEECH DEFECTS

Considering the wonderful start made in the correction of stammering and stuttering, it is a misfortune that this work has not been carried forward as we hoped. One of the early uses of an increased revenue for the schools should be the active revival of these classes.—*Annual Report of the School Department, Lynn, Mass.*

#### TOLEDO CLUB-HOUSE OPENED

Being deaf has its compensations, if one may judge by the new club-house formally opened Tuesday by the League of the Hard of Hearing, at 1957 Franklin Avenue.

The League has grown so rapidly and the scope of its activities has spread so phenomenally that it is hard to believe that only a year ago the movement was started. A few people with vision to realize that deaf people do not need pity or aid, but sympathetic friendship, to break down the isolation which surrounds them, met to form the League. They secured for a meeting place a tiny apartment of three rooms at 1957 Franklin Avenue. Today they have opened to all deaf people, whether or not members of the League, the privileges of their large club-house of 13 rooms.

The building is an old-fashioned brick house, which has been divided into several apartments, so that it is possible for the League to maintain quarters on the first floor and secure revenue for

several small apartments, which are rented.

The League numbers more than 100 members, and Tuesday at the house-warming nearly 250 people called during the afternoon and evening. At 3 p. m. Dr. Max Goldstein, of St. Louis, spoke on the possibilities of helpfulness which were open to the League.

The League maintains an employment bureau to assist deafened people to find work which they can do, since their physical handicap closes many avenues of occupation. Classes in lip-reading are a big feature, although it is not necessary to study lip-reading in order to belong to the League.

The atmosphere of genial friendliness and comradeship which pervades the League home and the spirit of helpfulness in a great work being accomplished impress the casual visitor. In these busy days, when selfishness seems to crowd out the extra kind deeds, it is inspiring to find a group of people who forget their own handicaps in their eagerness to do good to others.—*Toledo Blade.*

#### NEW ACOUSTICON EQUIPMENT

The new acousticon case has been set in place by Mr. Wayland, and looks very nice indeed. When it is finished it will be exactly like what Miss Van Ingen has been wishing for. It is so arranged that the twelve instruments can be locked up, away from inquisitive little fingers, and from the dust. There are twelve fine instruments in the case, so that in every class each child may have one to use. Besides these instruments there are others that the pupils who are doing especially good aural work are allowed to carry from class to class, thus getting practise in the art of *learning to hear*.—*Rochester Advocate.*

The lip-reading class, taught by Miss Mary Woodrow at Evening Public School No. 15, Brooklyn, New York, numbers 42 in membership, and now day-school classes for hard-of-hearing children are being planned. It is earnestly hoped that this work will spread to many cities.

Miss Woodrow writes: "The teachers are so anxious that the children should have it (lip-reading) that they have offered to pay me if the Board of Education will not. We have had most helpful letters from Miss Kimball, who is doing this work in the schools of Lynn, Mass. And now I take up an old *VOLTA REVIEW* and find that they have been doing it in Rochester since 1917. We are progressing, though slowly."

### HOW SHOULD MY ADVERTISEMENT BE WORDED?

Often the question comes from teachers of lip-reading: How best can I word my advertisement? It is a difficult question to answer. Formerly a plain announcement of the fact that lessons in lip-reading were given sufficed, but now many schools include voice training and normal training. Many advertisers, too, are also engaged in promoting welfare work, either in the form of guild, league, or club, or in free evening classes.

Progressive change marks the growth in the profession and the art during the past five years, and the teacher of lip-reading is fast becoming an important factor in promoting communal welfare; while the outlook indicates that in future she will become a still greater benefactor to handicapped humanity. It is worth while to study every new advertisement that appears, for the advertising pages are an essential part of the record of the growth of the profession of the art of teaching lip-reading to the adult hard of hearing and of the unselfish efforts to alleviate the trials that follow in the trail of loss of hearing. Take, for instance, the announcements of the Kinzie School during the past few months, and, especially, the admirable wording of the advertisement in the December number, a brief message that has won high commendation in many places; or take the advertisement of Mrs. Reed, of Detroit, in this number. All these possess historical as well as current value.

### WHO MAY MARRY?

The old question, "Who may and who may not marry?" is being brought to the attention of the public again, it appears. The first of three articles on this subject by Mr. Fred De Land, Editor of *THE VOLTA REVIEW*, has appeared in the *Silent Worker*. It deserves careful perusal by thoughtful students of hereditary transmission. Scientific investigation has established the fact that the deaf population is increasing to a noticeable extent, and some of this increase is due to the intermarriage of the deaf themselves—those who may have inherited

the latent characteristics of deafness as resulting from consanguineous marriages in the past.

Consanguineous marriages, the union of near relatives—cousins, etc.—are responsible for a large percentage of the deaf boys and girls in our schools. This is no longer a question of doubt, and the National Association of the Deaf is on record as discouraging unions among the deaf, just as such marriages should be discouraged among the hearing. Hereditary taint runs among the deaf as it does among the hearing; hence some marriages of the deaf result in deaf offspring.

It is suggested that a movement be started to gather reliable up-to-date statistics on the result of marriages of the deaf as a means of protection of their marriage rights and to forestall any unwise legislative action that might be attempted. It is wise to be prepared for possible contingencies.—*Western Pennsylvanian*.

### AURAL INSTRUCTION IN OUR SCHOOL

Aural instruction has been added to our complex methods of instruction. This does not mean that we have not had aural instruction in previous years. We have, but it was carried on in rather a desultory way, without strongly purposeful ends or systematization.

All available experience of others with our own limited knowledge of procedure has now been developed into a workable basis, and the work is being carried on in a systematic manner.

Last spring we had the Globe Phone Co., of Reading, Mass., construct a multi-tube as a part of this special work. A picture of this instrument will be found in the company's advertisement on page H, in the October number of *THE VOLTA REVIEW*. The utility of this special device in our work is being carefully recorded. We are also working out an adjustment to the phonograph suitable to our purposes. Dr. Max A. Goldstein has promised that his monograph will appear in *THE VOLTA REVIEW* soon, and a series of charts that are to be used in conjunction with a description of his acoustic

method will also be sent us. Dr. Goldstein is also at work on a modified harmonium for acoustic work. When it is perfected and put on the market, we hope to order one at once.

Miss Mary Scott Moore, a talented and experienced musician, has charge of this department, under the direct supervision of Mrs. S. M. Moore, our supervising teacher.

This work must be considered and viewed as in its experimental state, but we are working with a sincerity of purpose and intelligence as to be hopeful of beneficial results.—*The Florida School Herald*.

#### PROGRESS IN VIRGINIA

"*Resolved*, That it is the sense of the board that signs should not be used in any of the class-rooms of the school, but that manual spelling shall replace signs as a method of instruction in the manual classes, supplemented by black-board work; and manual spelling shall be used instead of signs outside of the class-rooms, wherever possible."

The above resolution was adopted by unanimous vote by the Board of Visitors at the regular meeting at the school, September 18, 1920. This action is in line with the policy and practise of the best schools in America, and will meet with the approval and support of our faculty. The whole intent of the resolution is to encourage in every way possible the use of English by the pupils as well as the teachers. In the oral classes the pupils get continued drill in the use of English through speech. This resolution will result in the increased use of English by all pupils in the manual classes as well. A conscientious effort will therefore be made by every teacher to see that the use of signs is discontinued entirely in the class-room.—*Virginia Guide*.

"THE VOLTA REVIEW is a *splendid* magazine, and you are to be congratulated. It veritably breathes the spirit of helpfulness and good cheer. How do you give it the friendly atmosphere? Is it because there is a common bond of sympathy between the writers and readers?"

I am glad that I now know the REVIEW, and read it with keen pleasure.—*From the letter of a subscriber.*

#### LETTERS FROM CURRENT PUBLICATIONS

##### TREASURE-HUNTING

The following letter about deafness is called forth by the Listener's disquisition on noises:

DEAR LISTENER:

Having read with interest your notes on noise, September 11, 1920, I am moved to speak to you of those who live in a quiet world. I am deaf, though to speak more properly I am hard of hearing, for there are sounds I can hear, and the deaf hear not at all. Now a person sufficiently hard of hearing lives in a very quiet world, and such is the perversity of human nature that those who hear want quiet, and those who, being deaf, have the quiet, think their loss irreparable.

I should like to speak of three compensations to the hard of hearing. Of course, our hearing friends thoughtlessly tell us, "Oh, you are lucky not to hear the racket." We do not think so, nor do we thank them for the remark.

Now, at one time we had a rooster. He would cry lustily at very early dawn. The noise disturbed one of our neighbors, so the rooster was doomed nightly to sit in a barrel in the cellar, that the neighbor might have quiet. One night the barrel performance was forgotten and the irate neighbor bore down on her hard-of-hearing friend in an unfriendly manner. The rejoinder was, "You ought to be thankful you can hear a rooster crow. I'd give \$500 to hear him crow every morning."

Naturally most hard-of-hearing people think they are missing a great deal, and they are. People are social, and deafness makes one feel apart from hearing people, especially when the handicap comes on in later life. The compensations are not in being thankful we cannot hear the jarring sounds of life, but in overcoming our handicap. First there is lip-reading, a substitute for hearing, and there are schools for lip-reading in most of the large cities. Then there are speech-reading guilds for the hard of hearing and those interested in the deaf in many cities. There is a chance for social life and study among most delightful people in both the school and the guild, where courage and new life are born of the companionship. And, lastly, there is THE VOLTA REVIEW, a magazine for the hard of hearing and those interested in the deaf. If only some one had told me of these helps at the beginning of my deafness, I might have gone treasure-hunting so much sooner. M. F. B.

—*Boston Transcript*.

##### SPEECH AND LIP-READING FOR DEAF CHILDREN

(This item and the two letters which follow are from the *Toronto Globe*.)

Anxious to keep their children out of the class commonly regarded as dumb, a deputation of parents of children attending the Ontario School for the Deaf, at Belleville, yester-

day visited Hon. R. H. Grant, Minister of Education, to urge the adoption of methods to further the teaching of speech and lip-reading. They asked that the use of signs be eliminated as much as possible and lip-reading be emphasized. To accomplish this aim, they asked that more supervisors be provided, if possible, and that those taught manual conversation be separated from those learning oral methods.

The deputation spoke appreciatively of the work of the institution, and made it clear that their visit was not prompted by hostility toward the conduct of the school, but by the hope of helping to better methods. Dr. C. B. Coughlin, superintendent of the school, attended at the request of the minister.

Hon. Mr. Grant expressed sympathy with the request of the deputation, and stated that he would give them every consideration and do everything possible to further the education of deaf children.

In explaining the significance of the deputation's request to *The Globe*, Dr. Coughlin pointed out that the manual method does not lead to a knowledge of English, and further limits persons acquainted with it alone to conversation with others familiar with the signs. On the other hand, lip-reading enables the deaf to talk to normal persons, and can be combined directly with the reading of the written word.

Most deaf persons, if taught carefully, could learn to speak, he said. They had, however, to have conscious control of tongue movements, in which respect they differed from normal persons. Careful supervision was required to get them accustomed to continued oral communication, and it was for this reason that the deputation requested more supervisors.

#### LIP-READING FOR THE DEAF

TO THE EDITOR OF THE GLOBE:

I was much interested in reading in *The Globe* yesterday of the delegation to Belleville to ask for more lip-reading and speech.

There are a good many lip-readers among the deaf, but not enough, and though it is not easy for everybody to acquire, there are a good many arguments in its favor as against signs, etc.:

(1) It is the most natural method of communication.

(2) It does not attract attention, as do signs and spelling.

(3) It makes for communication among hearing people (does not isolate the deaf).

Children may be taught to understand spoken language before they are able to use it. This is very important, as the ear is the door to the mind, and many children who are merely deaf are classed with idiots.

Parents with children under school age can teach them much that will help to bring them up to the mental status of hearing children of their own age. I wish every parent of deaf children could know *THE VOLTA REVIEW* (published in Washington, D. C.). This little

magazine is devoted to the cause of the deaf, to helping them in various ways. It is a source of cheer and help, month after month. From these people one may procure literature on how to help deaf children before school age and afterward, as well as much that is of use to the adult deaf.

The school age of children depends on the school. In the Rochester, N. Y., School I saw children of four years of age who could point out a number of objects, illustrated on a large chart, when they were asked for. Pictures of such objects as a muff, a ball, a cow, a boy, a fish, a top, a car, were shown.

Finger spelling is allowed in this school, but no signs, which often indicate merely a thought. They must spell out a whole sentence or else speak it. This rule is enforced out of school hours as well as in; consequently these children have a splendid working knowledge of English.

Public schools in the larger cities in the United States and classes in smaller ones in the United States and some places in Canada are maintained for the deaf.

Children being taught speech and lip-reading should not be allowed to mingle with sign-using children, outside of school hours or in, because they naturally resort to the easiest method of communication and lose their knowledge of, as well as their desire for, the natural method in speech and lip-reading.

A LIP-READER.

STRATHROY, ONT.

#### LIP-READING

TO THE EDITOR OF THE GLOBE:

The letter from a "Lip-Reader" in Saturday's *Globe* emphasizes an important matter, and I would like, too, to urge greater attention to lip-reading for deaf children.

In one of the reports regarding the deputation from Belleville it was said that Dr. Coughlin, superintendent of the school, gave it as his opinion that many children commonly supposed to be mutes were in reality only deaf. Somehow it was a great surprise to me to read that, because I did not realize that there was any doubt about it. Surely the deaf children who cannot be taught speech must be very few.

My own work is with the adult hard of hearing, not the congenitally deaf; but I know that for a number of years there has been an effort to do away with the words dumb or mute in this connection. I did not suppose it was because of a kind of sentimental willingness to give pleasure to those deaf people who have been taught speech and naturally resent being called dumb. I thought the facts warranted it.

There are some 80 or more hard-of-hearing children in the public schools of the city, I understand, who need especial training in lip-reading, and the training is often of great value in the earlier stages of deafness. Although there has been talk of it, I believe as yet nothing has been done.

Now and then, too, I hear of children in or near Toronto who are perhaps feeble-minded, perhaps only deaf and uneducated. No one seems to know.

The interest and sympathy shown recently in the healing mission of Mr. Hickson have been considerable. May I suggest that a greater understanding and more attention to the needs of deaf or hard-of-hearing children would be one kind of follow-up work and would be of real help in making the ground less stony.

GRACE K. WADLEIGH.

#### WANT SIGNS ABOLISHED

Last year, just after the close of school, a number of the parents of deaf children now attending school here had an interview with Hon. R. H. Grant, Minister of Education, Dr. Coughlin and Miss Ford being also present by request. The parents asked that some method be devised by which signs could be entirely abolished in the school, or at least among the pupils in the oral classes, which now include over 80 per cent of the total number in attendance. They considered that the use of signs was a great detriment to the pupils, even if they were not used in the class-room, but were used outside. It prevents their getting as good a knowledge as they otherwise would, and it also lessens their chances of becoming proficient in speech and lip-reading. After hearing the views of the parents, the Minister asked Dr. Coughlin and Miss Ford to explain the present conditions in the school relating to the use of signs and the possibility of complying with the parents' wishes, after which he promised to give the matter careful consideration.

We understand that a large number of parents are in communication with one another, and it is the intention to have a meeting during the Christmas season with the object of forming a Parents' Association for the purpose of securing the total elimination of signs from the school, or as nearly so as possible, both in the class-room and outside.—*The Canadian*.

#### TALK TO THE CHILDREN.

The great work of our school for the deaf is to give its pupils speech, for four-fifths of them are in the oral classes. Because this is true, the principal urges all the officers to communicate with the children in the oral classes only by speech and natural gestures; never by signs. He also urges the teachers when not in the school-room to make as many opportunities as they can to talk with the pupils. The art of reading speech from the faces of others and the art of uttering speech by the deaf are both very, very difficult, but a good school can accomplish it. Some schools for the deaf do actually have almost all their pupils talking so that conversation is understood; but only those schools give clear speech and accurate speech-reading of the lips of others whose pupils are made to

depend on this method of communication always and everywhere, both in school and out.

Our school in Cave Spring has only a very few pupils who are not being taught speech in the school-rooms. As they are out of school three times as much of their waking hours as they are in school, pains should be taken to give them practise when out of school.

Another thing important for teachers of the deaf to realize is that pupils who speak in reaction to situations which make them eager to communicate their ideas will make far more rapid progress than when the lessons are formal and the children under restraint.—*The School Helper* (Georgia).

#### GIFTS TO THE VOLTA BUREAU

Dr. W. N. Burt, Superintendent of the School for the Deaf, Edgewood Park, Pa., has generously presented to the reference library of the Volta Bureau, five bound volumes of the *Western Pennsylvanian*, for the five years 1915-'16 to 1919-'20. Nowhere else in the world is there so nearly a complete collection of all periodicals ever issued for or by the deaf, as will be found in the Volta Bureau. Thus gifts like Dr. Burt's will be highly appreciated by coming generations, as well as at the present time.

Miss Ruth Witter, whose membership dues are paid for more than a decade ahead, sends in \$2 as a gift to promote the good work.

Mr. Henry Schwartz, in subscribing for the magazine at the suggestion of Miss Morgenstern, handed \$5 to her with instructions to have the \$3 applied in whatever way would best promote the work of the Volta Bureau.

#### BEQUESTS

A good friend who is wisely preparing his will before there is an apparent need of so doing, asked the Volta Bureau to suggest a way in which a sum of money would prove most helpful to the good cause. The Volta Bureau is always ready to offer suggestions to anyone desiring to make a bequest to promote any phase of the good work, either in helping parents to better understand the problems their deaf child must face, or to help the hard-of-hearing adult perceive the advantages in attaining proficiency in the art of lip-reading.

#### NOTES

Miss Dugane's school in New York City had a very pleasant reunion on November fourth. The new class enrollment is the largest in the history of the school. The school has adopted, as its motto, these beautiful words of Robert Browning:

"Life is a problem, yours, mine, everyone's.  
Is not to reckon what were fair in life,  
Provided it could be—but finding first  
What may be, then find how to make it fit—  
Up to our means."

Among the notes in the Calendar of the Speech-Reading Club of Philadelphia are the following:

The Lip-Reading Bible Class extends to all persons of impaired hearing, no matter what their particular church affiliations may be, a most cordial and sincere welcome.

The class realizes that one of the greatest deprivations of many hard-of-hearing people is the inability to comfortably understand a sermon or Bible class instruction, and it is the earnest desire of all the workers, not only to reduce the difficulties to a minimum, but to supply in just so far as possible the inspiration and spiritual uplift which come through the usual quiet hour of worship.

Will you not join, and by your presence and interest help to develop one of the most important phases of this great work for the hard of hearing?

The Social Service Department appeals for the co-operation of business men who are in position to aid in placing deaf applicants in positions. The Department already has the earnest co-operation of various firms, but needs many more. Will not all the members who are in position to do so use their influence in this direction? Deafened men and women can make themselves exceedingly valuable if given a chance, and many of them are now coming to this Department for aid. The Department will also be pleased to receive donations of clothing, hearing instruments, etc., for distribution among needy deafened persons who may come under its observation. All articles of this nature are placed in the "Emergency Closet" awaiting distribution.

These bits of news are from the "Bulletin Board" of the Chicago League:

Good lip-readers will be given an excellent opportunity for interesting and advantageous practise in the Series of Story Hours by Georgene Faulkner, "The Chicago Story-Lady." It is not often that lip-readers have an opportunity for attending talks that are specially planned for their self-improvement and pleasure, and it is hoped that this unique experiment of Story Hours for Lip-Readers will be a success. The following is an outline of the Story Hour Series, each taking place at 4 p. m. on dates given. Series ticket, \$3.00; single admission, 75 cents.

November 5, 1920. Origin and History of Story Telling: Primitive Rhythmic Stories.

December 3, 1920. Program of Christmas Stories.

January 7, 1921. Humorous Stories.

February 4, 1921. Realistic Stories: Heroes from History. Program of Lincoln and Washington Stories.

March 4, 1921. Imaginative Stories: Old Fairy Tales. Mythological and Legendary Stories.

April 1, 1921. Bible Stories: Old Testament Hero Tales. Parables from the New Testament.

The Scholarship Fund for our shut-in girl

received contributions amounting to \$8.50 during the month of October.

Six of our public schools are having evening classes in lip-reading. Classes are held on Monday, Tuesday, Wednesday, and Thursday evenings from 7.30 to 9.00.

The Chicago League for the Hard of Hearing reports a total of \$1,000 cleared at its Christmas Sale, while the Speech-Reading Club of Philadelphia, having a Christmas Fair for the first time, cleared more than \$600. Congratulations to both organizations!

#### THE DUBUQUE DAY SCHOOL

A clipping from the *Times-Journal* of Dubuque, Iowa, was recently sent to the Volta Bureau. It contained a picture of the pupils of the Dubuque Day School for the Deaf, with their teacher, Miss Julia Dean, and an interesting account of the school's progress last year.

The Minneapolis School of Lip-Reading now has as an additional teacher one of its former pupils, Miss Mata Westerman, who recently graduated in the normal class at the San Francisco School.

The announcement of the opening of the Syracuse School of Lip-Reading is headed by Dr. Blake's famous saying, "God never closes a door but He opens a window." The principal writes: "As usual, THE VOLTA REVIEW is my inspiration."

The Federation of Women's Clubs, San Francisco, has recently published a year-book, its official directory. The book contains brief accounts of the clubs that comprise the membership of the federation, with pictures of their executive officers. Among the clubs listed is the San Francisco League for the Hard of Hearing, with a picture of its president, Mrs. John F. D. Trask.

#### DEAF

You call me deaf,  
And pity one of hearing quite bereft,  
As if I had not something greatly more  
Than earthly ears, within my spirit store,  
For I have my soul sense of hearing left.

You call me deaf,  
And yet I hear, and more than you I gain  
Of sounds too fine for mankind's cruder ears:  
Who listens in the spirit surely hears  
The echo of some clear, sweet angel strain.

Those are the deaf  
Who, having ears, get all life's sad discords,  
But hear not songs such as the green trees sing,  
Or catch the anthems with which colors ring,  
Nor know the eloquence of unheard words!

—Eva C. Talcott.

# THE VOLTA REVIEW

DEVOTED TO

SPEECH-READING, SPEECH, AND HEARING

*Published Monthly in the Interests of Better Speech, Better Hearing, and Speech-Reading,  
by the Volta Bureau, 35th Street and Volta Place, Washington, D. C.*

*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## THE NEW CLUB-HOUSE OF THE TOLEDO LEAGUE FOR THE HARD OF HEARING

By MRS. RODNEY C. DEWEY

FROM VARIOUS parts of the country have come letters and telegrams congratulating us on our club-house, and each one has ended with, "Tell us how you accomplished it." "How did you do it?" And we don't know! Like Topsy, we "just growed." I wish I could send in an impressive report, with "colyums of figgers" and deep underlying plans, but we didn't have a "figger" to our name, and no plans other than to help each other and anybody else who was hard of hearing. It seems to me there is no reason why any city, town, or borough should not do the same thing; for we were only a small group, with no special privileges, no money—nothing but our belief in the work and a large cargo of enthusiasm.

There were seven of us when we organized, in October, 1919, and when the officers were elected there weren't many left in the main body of workers. We met at intervals and had good times; we practised lip-reading; we interviewed employers who were courteous and skeptical and more or less puzzled when we talked about lip-reading. Others joined us; we had a scholarship given us; we secured a job for a girl. From saying, "Wouldn't it be lovely if we could have a club-house?" we began to say, "When we get our club-house."

Now, you know scientists account for the existence of everything by the nucleus theory, and this thought was the nucleus

that attracted to itself the conditions necessary for the material realization.

In December, 1919, we had the chance to rent a tiny apartment very cheaply, and we hardly let Opportunity finish her first and only knock, so quickly did we snap it up for our headquarters. Yet I remember we thought it a wild financial plunge to pledge ourselves for \$30 a month. Up to this time we had not thought of money at all.

There were two rooms and a kitchenette. One room we furnished as a bedroom; this we rented, thus helping pay our rent.

Right here you will ask where we got the money to furnish these rooms. We didn't. Everybody donated something—a chair, a bookcase, a desk, a table, and so on. The result wasn't a "period" suite, but somehow it was attractive and had a "homey" air, and we were very proud of it. That was in January.

In May, 1920, we became incorporated. It is needless to say that we had grown. Our summer was a happy one—picnics, parties, boat rides, lots of lip-reading, employers interviewed and asking for help, and more members.

The building in which we had our apartment was an old-fashioned brick house, one of the early homes of Toledo, which had been made into three apartments. Late in September came a change in the management of this building. The nucleus theory was justifying.





THE LIVING-ROOM OF THE TOLEDO CLUB-HOUSE



A COMFORTABLE SPOT IN THE LIVING-ROOM



A CORNER IN THE LIBRARY

ing itself, and one morning we woke up with a three-year lease in our pocket—a three-year lease on a thirteen-room house, and our treasury was a cipher with the rim rubbed off! But before the lease was signed our rooms were all spoken for, and we had a tidy little waiting list; so the house will be self-supporting.

Then, sure enough, came the question of furnishing. We figured that we could go into debt and pay it off in time, but it seemed foolish to start with such a handicap; so we announced that we were open for contributions, and they came. Our largest check was for \$300, and there were many single dollars, and all given from the heart. It was beautiful!

Then came our house-warming; and not only our house was warmed, but our hearts. The weather was just as bad as lake weather knows how to be, but in spite of that fact our house was packed full all the afternoon and evening with hearing people as well as deafened ones. Otologists left their offices during their

busiest hours; the newspapers sent their reporters, because they had the vision of what we were trying to do; and the last word was added to our pride and happiness by having Dr. Goldstein with us as our guest of honor. He gave us a talk that left us breathless with enthusiasm and filled with the resolve to live up to what he said of us. To paraphrase the old ballad: "Say we're weary, say we're sad, *but*—Dr. Goldstein praised us!"

So pleased were we with the evidence of interest that we decided to call on others and tell them about the work and let them help us if they wanted to. Up to this time we had not asked for a cent, and now our appeal was for personal interest as well as for money. The response has been most gratifying, but I hardly think we will find it necessary to do so again. Another year we expect to receive our quota from the "Community Chest," having been recognized as one of the "worth-while" organizations of the city.

We have modeled our working plan

after the New York League, as we feel that they give the greatest good to the greatest number. This club-house represents our social work, and it belongs to every one who is hard of hearing.

Our scholarship fund is adequate; we are in a position to give lip-reading to any one who cannot afford to pay for it. Since the 9th of last January we have found work for twenty-nine people—all kinds of work—domestic service, office work, sewing, nursing, teaching, companion, carpenter, etc. We have placed all our applicants.

We have practise classes in lip-reading three times a week, at hours to accommodate everybody. We have an evening party once a month, an afternoon card party the first Wednesday in each month; we have a class in character analysis the second and fourth Wednesdays, a danc-

ing class once a week, and some other things thrown in for good measure.

That is our history up to date. I have told it thus intimately with the hope of encouraging others to start something. Don't wait until you have money. As I think it over, I am persuaded that money is the thing of least importance. Devotion to a cause, measured in time and service, is far more valuable. If we have achieved a measure of success in Toledo, it is because of the untiring effort and the unflagging enthusiasm of these glorious men and women.

Here's a slogan for you:

Bite off more than you can chew,  
Then *chew it*.  
Plan for more than you can do,  
Then *do it*.  
Hitch your wagon to a star,  
Keep your seat, and there you are!

## SOME OBSERVATIONS ON THE PSYCHOLOGY OF THE DEAF CHILD\*

By W. CAREY ROE, B. A.

THE DIFFICULTY of attempting a psychological study of the deaf child is obvious. The data available have to be obtained from observation alone, and to reach any conclusions at all it is necessary to exercise somewhat the art of imaginative introspection. One feels rather in the position of a man who attempts to examine the stars through a defective telescope. But there are certain general observations which I think it is permissible to make on the effect which the consequences, direct and indirect, of deafness have on the individual child.

I propose to confine my remarks to observations on the child who is born deaf or becomes deaf at an age when auditory impressions can have had no effect on the mind. The semi-mute and the semi-deaf, therefore, belong to another category outside the purview of this paper. The immediate direct and indirect consequences of the physical defect of deafness can be stated fairly simply. The mind of the deaf cannot be reached by auditory stim-

uli; the mind is, therefore, deprived absolutely of auditory impressions, and it is impossible for any concept of which sound is an element to be conceived in full. These consequences are invariable and can never be overcome, though they may be mitigated. The deaf child, therefore, is unable to obtain through hearing a knowledge and understanding of spoken language, and because of the lack of auditory stimuli the child fails to exercise by imitation the organs of speech, with which he may be perfectly endowed. This failure to speak is an indirect consequence of deafness, and under favorable conditions can be successfully overcome.

But the effect of these direct and indirect consequences of deafness on the mind is far more difficult to ascertain and define. A deaf baby has exactly the same mental and physical potentialities, excluding what I have just stated, as a hearing child. The mind exists and is capable of development; the same feelings, the same emotions, the same desires, the same inclinations and powers which animate the mind of a hearing child are in-

\* Read before the National College of Teachers of the Deaf, Birmingham, England, 1920.

herent in the mind of a deaf baby. Any and every physical or mental quality which is not dependent on the power to appreciate sound is existent, and is as capable of development in the deaf as in the hearing. Periodically the newspapers of this country call our attention to deaf footballers, deaf dreamers, deaf gardeners, and deaf weddings. This sharing of interests with the hearing community, instead of being extraordinary, is in reality merely a proof of the existence of powers and inclinations which are not in themselves dependent on hearing for development. Were our attention to be called to a deaf-born opera singer or a deaf musician, then, perhaps, there would be room for astonishment.

The average deaf child is born, as I have said, with potentialities similar to those possessed by a hearing child, and as the senses begin to function as the result of external stimuli, sense impressions are produced and the acquirement is commenced of sense experience; but in the case of the deaf this sense experience is limited by the exclusion of all auditory stimuli, and consequently, in the bulk, the amount of sense experience gained in the first few years of life by a deaf child must be less, merely because of the restriction in the avenues of approach to the mind, than is the case with the hearing child. At the same time there can be no doubt, I think, that very early the sense of vision in the deaf begins to play by necessity a more prominent part in the acquirement of sense impressions. The very dependence on visual impression leads to a more extended exercise and use of the visual sense. A young deaf child will learn very early to differentiate anger and joy in its mother and father by visual impression alone, while a hearing child will tend to depend more on the sound of the voice. But the possibilities of this extended use of the visual sense are limited by the absence of that explanatory interplay of spoken language which takes place in the case of the hearing child, who, though using the visual sense less, yet obtains more mental profit from visual impressions than does the deaf child.

I do not think that the sense impressions gained in the early years of life

through the remaining senses of touch, smell, and taste differ to any great extent from those gained by the hearing child, though here again the absence of language as an explanatory medium and as a means of clarifying and fixing such impressions tends to minimize their value.

The mere loss of the power to appreciate sound would not be of very much importance to the mind of the individual, did not this loss carry with it a still greater consequence. Deafness in itself prevents the enjoyment of musical sound and the sounds of nature; it prevents one from realizing to the full a concept of which sound forms a part, but the loss to the individual of these impressions would not in itself have a very great effect on mind development. But, unfortunately for the deaf child, the power of reaching the mind by vocal utterance through the sense of hearing has been used for purposes other than the merely physical. While a series of sounds may strike us as pleasant or harsh, it is not the pleasure or the pain which the sound makes on the mind that is of value—in fact, the mind tends to disregard the physical side of speech altogether—but it is the meaning which by arbitrary association has become attached to various sounds that the mind looks for and appreciates. It is not necessary to point out here the enormous advantage which hearing and speech combined have as a means of communication over any other system. The ease of production and the ease of acquisition make speech an ideal method of representing meanings for the hearing and speaking child. But it is not only as a means of communication, but as a means of thought, that spoken language is used.

Language of some kind is absolutely necessary for any high development of thought. And by language is meant anything which is used consciously as a sign to recall or to represent a meaning either to the mind or to others. All kinds of language are really a series of signs, and spoken and written language are highly developed systems of signs, signs which in themselves have no meaning apart from that given to them arbitrarily and conventionally by those who use them. In addition, gestures, pictures, visual

images, finger-spelling, if used as signs to represent a meaning, are language. Language signs do not represent things themselves, but they recall to the mind the meaning which the mind has already formed of those things. Things and words of themselves are of no value; it is only the meanings, the full concepts, of things to which we attach words, so as to fix the meaning easily in the mind, that make thought possible. Some system of signs is absolutely essential if thought is to take place, and obviously a system of signs which can indicate easily, and without any physical distractions of production, all and every shade of meaning is essential, if clear and advanced thought is to take place.

Now, the environment of the hearing child is in favor of an early and easy acquisition of a knowledge of these spoken signs which are to form the counters of the mind. Words and sentences are reiterated and repeated in such a way as to enable the child itself to establish, without conscious effort, the necessary connection between words and meanings. The receptivity of the mind is extraordinary, and a child of three has a fairly large vocabulary, and uses sentence forms with a good deal of ease and fluency.

In this connection I recently came across a case illustrating the effect of environment, and the acquisitive power of the young child where language is concerned. A hearing boy of three and a half years was brought to this country from Brazil, and the only language which he understood and spoke at the time was Portuguese. After three months, in an environment of English, he had acquired an understanding of our language and spoke it as well as any English child of the same age, and, further, he had forgotten almost completely all the Portuguese he had ever learnt.

Again, we admitted a child of five into school six months after becoming deaf, yet it was some weeks before this girl used spoken language, and even then we were only favored with odd words and phrases—nothing like what one would expect from a child of that age. So that a hearing child not only requires an environment which will provide auditory

stimuli, but it is dependent on the continuance and maintenance of that environment for some years before any particular kind of spoken language can be said to be absolutely fixed in the mind.

There is no direct connection between hearing and mind development; the existence of the former does not necessarily entail successful mind development, nor does the power of speech, a flow of language, imply in the possessor any necessarily high degree of intelligence, but it is mainly by means of the language acquired through hearing that the mental processes of the child are brought into play and developed to an extent which at five years of age makes the deaf child of the same age appear in some respects backward by comparison. Restricted mental development, however, is not a natural consequence of deafness; it is an unnatural consequence. The every-day environment of life, with all that it implies, is in favor of the hearing child; it has been made, and has been developed so as to provide mental food and the wherewithal to digest it for people who can hear.

The deaf child, who begins with potentialities and powers similar to his hearing brother and sister, is placed in this very same environment, which, save for providing for the acquirement of some sense experience, does not enable the child to acquire the means of digesting to the same extent the plentiful mental food which surrounds him. The language acquisitive power is there, but the ordinary average environment is unsuitable, and consequently this power is not brought fully into play.

Clearly, if the young deaf child is to develop, *pari passu*, with the hearing child, one of two things must happen: Either we must change the language environment into a completely visual environment or the child must be taught to take advantage of the existing environment by means of a sense other than hearing. The former would be attained by the use of finger-spelling and signs or by written language, the latter by the oral method. But in either case the deaf will be at a disadvantage, as a change of environment can only be of a limited kind, while an interpretation of the existing

environment through another sense has obvious limitations.

However, it is not part of this paper to suggest which of these two courses should be adopted; but it is obvious that the change of environment or the instruction of the visual sense, whichever is decided upon, should begin at the earliest possible moment, so as to provide the child with those mental counters which will enable the mental processes to develop to their fullest extent, and to allow of a free interchange of ideas and thoughts. Failing such a change of environment or failing the adaptation of the child to environment, it is obvious that very early the deaf child begins to suffer in comparison with the hearing child, by the limitation which the absence of a fluent means of communication and of thought and the consequent inability to enter fully into the surrounding environment places on the mind.

The relatives and friends do undoubtedly make an effort to develop the native intelligence of their deaf baby, and the varying success which attends those efforts is almost wholly dependent on the ability of the parents to adapt themselves to its visual needs.

Professor Dewey in one of his books says: "A being who could not think without training could never be trained to think; one may have to learn to think well, but not to think."

Obviously a deaf child in the early years of life thinks. The mind is not still; the mental processes are set in progress by the stimuli of the surrounding environment, and up to a certain stage mental development follows on the same lines as in the case of the hearing child. The use and training of the ear as a means of impression takes time, but when the auditory environment begins to have its effect through cumulative repetition, then the mind of the deaf child loses by comparison the advantage which language bestows.

I have already pointed out that language of some kind is necessary for thought. The acquisition of spoken language by natural means is outside the scope of possibility in the case of the deaf child, who is consequently restricted to natural gesture, visual images, and pic-

tures. These forms of language—these means of communication—suffice only for thought of an elementary kind. They are, as signs of a meaning, cumbersome, inconvenient, and difficult to combine. None of them has been developed into a universal conventional system of "signs," and consequently, as a means of communication and of thought, they are, as compared with spoken language, of very limited value. But, such as they are, they are all upon which the mind of a deaf child has to develop, and the wonder is that the intelligence of pupils on admission is as high as it is.

We recently admitted a boy of five years of age. He had a tearful separation, at which I was present, from his father, and for one reason or another I did not see the boy for two or three days. Immediately on seeing me again, he came up, and, pointing in the direction of the front entrance, he held up his hand and beckoned with his finger. Quite obviously he was trying to express the desire, "I want my father." The sight of me undoubtedly recalled to his mind the visual image of his father, and as he connected the disappearance with me he naturally thought I could secure a return of his parent. Clearly, a hearing child in possession of spoken language could not have reasoned better; but the limited number of signs for meanings prevented a development of the train of thought beyond the immediate past and present, and also prevented an explanation which would have reassured the child that his father would return to fetch him at holiday times.

It is difficult to find a suitable simile, but a deaf child's mind appears to me to resemble a cart with very imperfect, small, wobbly wheels, and the cart is always going uphill with the brake jammed on hard. The provision of good wheels, well oiled, is the earliest and immediate requirement of our pupils when they arrive at school, so that the processes of the mind may go full speed ahead.

Now, what is the effect of this restricted means of communication and restricted means of thought on the processes of the mind? The extent of the effect will, of course, vary in proportion to the success which attends the efforts

of the relatives to adapt the child to its environment.

We have attempted in our own schools to test the intelligence of some of our younger pupils by the Binet Simon tests. It was, of course, necessary to adapt the tests so that the pupils could understand them, though the variation in the form of the questions is, of course, an admission of an abnormality. While the tests were not sufficient to give any conclusive evidence, the results seemed to justify two conclusions: The response was fairly uniform, but was not based so much on the age of the pupils as on the period at school. Children of six, seven, or eight who had been at school for one year approximated in their response to the same level.

And the conclusion that I draw from this somewhat meager evidence is that the mind of a deaf child, without special instruction, can and will develop in an ordinary environment to a certain standard of attainment, but that advance beyond this standard is almost impossible without conventional language. I do not suggest that the intelligence of all pupils of varying ages on admission is the same, but I do think that the intelligence of a child of eight is but little in advance of its intelligence at the age of five, and it is certainly a fact that the difference in mental activity between a deaf child and a hearing child is much less at three than it is at eight years of age.

A second inference which we made was this: The response to tests based on the development of the mind by sense experience, quite apart from language, was up to the average of hearing children. This would seem to justify the conclusion that in the early years the deaf child responds as well to stimuli which appeal to the mind in equal terms as does the hearing child. This conclusion is supported by class-room experience.

On coming to school, the average hearing child knows as little about numbers and reading as the deaf child. In these subjects, in a sense, we may say that the deaf and the hearing child start level. Now, we have been repeatedly assured by students and teachers from training colleges and schools that the attainments of our junior pupils, two or three years at school, is quite the equal, in those two

subjects, of hearing children in the elementary schools. The mere manipulation of figures, the early understanding and recognition of printed words by association, as physical and mental acts, can be as well accomplished by a deaf as a hearing child. But when these subjects reach a certain stage, where a fluent and exact means of communication is essential for further development, then the rate of progress by the deaf child slows down, and the hearing child goes ahead at a much quicker pace.

And in general I think we may infer that the effect of the consequences of deafness on the mind processes as a whole is to retard their development.

As the child gets older, the rate of retardation increases—that is, provided the child still remains in the same restricted state of language environment—and in time the mind tends to become more and more difficult to stimulate. Response to stimuli is dependent on the apperception masses in the mind, and a limitation in the number and extent of these masses restricts the mind's response to a very limited kind of stimuli.

The mind becomes used to accenting things without question, especially where such things do not affect the immediate interest of the individual: thinking is left to others and the results of their thought, however erroneous, are apt to be accepted without question. This failing is by no means limited to deaf children—it is a result which is more noticeable in deaf children—but in hearing people, where from one reason or another the mind is not stimulated into and accustomed to reflective thought, the same failing, but without a similar justification, occurs.

It is impossible to deal here in detail with the effect which the consequences of deafness have on each of the various processes of the mind. The powers of memory, observation, imagination, attention, are all affected more or less by being animated by a different kind of stimuli and by the limitation which the poverty of natural, as distinct from conventional, language places on their exercise. It must suffice for me to indicate one way in which one of the processes of the mind is restricted.

The earliest manifestations of intellectual life are associated with the instincts of curiosity and wonder. A hearing child sees, hears, or feels something which arouses its curiosity. Spoken language enables it to satisfy that curiosity by appealing to those within its environment for explanation. If the mind is not satisfied, the query is put again and again, in an eternal "Why?" and "What for?"

Now, the basis of reflective thought, the highest form of thought, is this instinct of curiosity and wonder; once a child begins to wonder, to seek for an explanation of a consequence which is not apparent, the mind has begun a process of reflection which by exercise and development will lead later to a reasoning out for itself of the answers or consequences which in the early years of life have to be obtained from others.

Now, the deaf child is curious, the deaf child wonders, but the exercise of this instinct is curtailed and limited by the absence of a fluent means of communication and by the absence of a good means whereby reflective thought can develop. Unfortunately, by the time pupils come to school those things about which young children are curious have lost that freshness which they offered in early days. But it is essential that we should insure in our teaching, if we wish to develop the power of reflective thought, that the basis of such thought is stimulated and exercised.

Such questions as self-control, will-power, and the formation of character are also not only dependent on inherent qualities but on environmental influences. Peculiar qualities which are sometimes attributed to the deaf are not a necessary concomitant of deafness. The misunderstandings and unconscious rebuffs which a deaf child experiences in his home environment must be very trying to the patience, and it is no wonder that occasionally a demonstration of protest in the only possible way available takes place.

Now, I have attempted to describe very briefly what are the general effects of deafness on the mind of the deaf child, and in conclusion I should like to sum up what appear to me to be some of the needs of the child in order to overcome those effects.

Firstly, the child possesses, on coming to school, a good deal of sense experience, but it requires to be named in conventional terms of language. Unfortunately, the interest attached to the acquirement of this sense experience has worn off, but it can and must be aroused, so that all the meanings which are already existent in the mind can be as vividly as possible associated with the language which is being learnt for the first time. Unless the language we teach is so associated with meanings that the words themselves early begin to imply meanings of a definite kind, then that language will not be used by the mind for mental development. The existing cumbersome forms of language will continue to be used, and consequently the main purpose of language instruction will be missed.

The deaf child needs in the early stages of mental development an intermediary to connect up his sense experience with conventional language. But the difficulty is to insure that the language is given in such a way that the thoughts in the mind are, as it were, glued on to the appropriate words. A deaf child at home lives in an environment of lip-movement and of written words also very probably, but he gets next to nothing out of it. Not because he is incapable of doing so, but because no effort has been made to encourage the child to make the necessary connection between the visual signs and the meanings they convey.

The mind is full of concepts formed from visual and tactual impressions, and the recall to the mind of those concepts has of necessity to be made in the classroom—though as many as possible should be recalled in the appropriate surroundings. To achieve this recall it is essential to bring before the child a visual stimulus—a picture, or a series of pictures. The best way of doing this is by the exercise of the primordial sense of motor activity. Let the children do things, let them perform dramatically the action, the story, or let them see the story in a series of pictures. In any event, we must arouse in the mind of the child the necessary concept, as complete as possible, if the meaning of the word or the sentence is to be a real and live one.



Secondly, the innate mental qualities which we know must exist in the mind of the child have to be stimulated—their development, as I have shown, is dependent on the existence of language in some form; but, unless those mental activities are stimulated into using the language we place before the child, the thought processes will be as limited in development as ever. We must insure that the powers and the tendencies of the mind—curiosity, imagination, observation—are aroused; for unless they are exercised, then the language can be nothing but a matter of learning by rote, parrot fashion, a number of words and sentence forms.

Thirdly, the provision is necessary of an environment which will insure to the deaf child the necessary stimuli, which will not only enable the child to acquire language in as natural a way as possible, but will call at all times for the exercise and use of that language on the part of the child. The most natural and ideal place for this environment would be, of course, the home of the child, and the time for language acquirement the early years of life. Failing such an environment in the home, we are faced, under present circumstances, with an inevitable retardation in mind development, unless deaf children can be placed in nursery schools at a very early age and surrounded by those stimuli which will train the visual and tactual senses for the purpose of enabling the child to acquire some form of language which can be developed and used when the child comes to school. We must remember that any physical effort in the processes of understanding or producing language is a handicap and a distraction to thought. The physical side of language must be absolutely subconscious and mechanical, if the mind is to concentrate on the meaning.

Again, the environment must be a natural one, if the language is to meet the existing needs of the child. The sense experience existing in the mind is formed from sense impressions acquired easily and naturally. We must use and develop that sense experience as far as possible. Apperception masses have been formed in the mind, and the association of conventional language with these will insure a more natural response and use of lan-

guage than do the usual limited sense impressions obtainable in a school.

It may be asked what kind of language environment could be considered as suitable to the mental needs of a deaf child. This raises a consideration of methods, and into that problem I do not propose to delve; but, it seems to me, there is one essential that must be observed, whatever the method chosen, if the child is to reap the fullest benefit. Impression should precede the demand for expression, but the language forms—the signs for language, whether spoken, finger-spelled, as gesture, or written—that are put before the child must not only appeal frequently to the visual sense in such a way that a meaning is apparent, but these signs must be clear and definite, if the impressions made are to be reproduced accurately. An inaccurate impression will result in inaccurate expression. There is always a danger that in teaching we may accept too readily an approximate expression, on the analogy of the hearing child's early efforts, and forget the possibility that the false expression may be the result, not of approximate imitation, but of correct imitation of an approximate impression.

The frequent repetitions which help to bring about the natural acquirement of language in the hearing child have to be telescoped into the limited repetitions of a class-room. We may agree that a deaf child is entitled to a similar number of repetitions, but the plain fact is, the average child never will and never can, under present conditions, receive them.

We are, therefore, forced to insure that the language we teach, directly or incidentally, is given in such a way as to make up for the absence of repetitive effect. A conscious reception of an impression by a child, where a deliberate effort is made, has to take the place of many similar unconscious receptions by a younger child. I do not mean the mind should be brought to bear on the method of reception, but the actual reception. And here we must help the child by making sure of the clarity of the impression, and by calling for conscious mental effort on the part of the child to absorb the impression.

There appears to me to be a wide field

of inquiry in experimental psychology awaiting the keen investigator. The use of the visual and tactual senses for language acquisition by the deaf child is essential, but we know comparatively little about the use of these senses for this purpose. It would be interesting and valuable to know under what circumstances a visual impression is most lasting and enduring. We can't afford to waste effort, and we ought to discover what are the most favorable circumstances for securing the retention of a visual impression.

I would like to see experiments carried out to test the effect, for instance, of a series of impressions made under varying conditions. For example, what is the best way of insuring the retention of language forms as, say, are associated with a sequence of ideas in a story? We can tell children a story, we can secure their interest, we can amuse them, but we may not necessarily be teaching the language we wish the children to grasp for future use.

What are the best circumstances in which to give that language, so as to insure the least number of repetitions being necessary and to obtain the most lasting impression? Should we give it by speech-reading alone? Should we use pictures? Should we demand reproduction by the child in speech, writing, or drawing? Should we dramatize the story or let the children do so? Different teachers will favor different methods; but we must bear in mind that it is the child we have to consider, and experiment which will lead us to know the particular bias of the child is not a waste of time, but an absolute necessity, if we are to make real educational progress.

Finally, I would urge the need for a more careful study of the deaf child. The same environment evokes a widely differing response with different children. A lack of response is not necessarily evidence of limited powers of thought; it may be and frequently is due to the failure of the existing stimuli to arouse those mind processes which we know are existent if we can only reach them.

Let us bear in mind that the mental potentialities of the deaf child are not subnormal—they are normal—and that any limitation on the development of

those potentialities is imposed from without and not from within. A high standard of attainment may not be possible to every child, it is not possible to every hearing child, but the development of existing powers is possible, provided that certain conditions are fulfilled. The provision of those conditions is almost wholly at present the province of the school.

Let us have, therefore, as our main aim, not a speaking child, not a signing child, not a child who can write or read, but a child whose thought processes are active and responsive, and a child who is able, within the physical limit alone that deafness imposes, to respond of his own volition and through his own powers, without external assistance, to the ordinary every-day environment of life.

#### A NEW INSTRUMENT TO AID THE HEARING

Readers of *THE VOLTA REVIEW* will be interested in the fact that Mr. Earl C. Hanson, the inventor of the piloting cable recently laid in New York Harbor to assist in guiding ships during a fog or darkness, has completed an instrument to aid defective hearing.

The Western Electric Company, manufacturers of the Bell telephone, have agreed to construct Mr. Hanson's device, which will soon be ready for the market.

Previous improvements in electrical hearing aids have been confined mainly to the transmitter and receiver. Mr. Hanson, however, has added a new element, consisting of an amplifying device placed between the transmitter and the receiver.

Distribution of the instrument is to be handled by the Globe Phone Manufacturing Company. That company believes that it will prove more helpful to the hard of hearing than any device heretofore placed on sale.

The first finished instrument was recently subjected to a series of tests at the Volta Bureau, which has watched with interest its development during the last six months, and the results were very gratifying to the young inventor. A noteworthy feature of the device is that its transmitter does not have to be turned in the direction of the speaker in order to "pick up" the sound.

# TRANSFORMATION

By LAURA A. DAVIES

I SAT in a friendly corner of the dear old church at last,  
And listened with straining tension for the music of the past.  
My heart beat fierce with its longing to hear, as I once had heard,  
The solemn chant of the voices and the sound of the sacred word.  
I counted the dragging moments by the clock upon the wall,  
And prayed to the God of the ages that the rhythmic rise and fall  
Of the well-beloved message might pierce through the silence grim  
And kindle again the spirit of a faith that was growing dim.

I closed my eyes as I waited, silent and straining and tense,  
Till I felt the throb of the organ, the climax of waiting suspense.  
I felt it, but heard no music; the silence unbroken held,  
And the anguish of bitter yearning and disappointment welled  
In my throat, with a choking, throbbing, while wild rebellion rose  
'Gainst the hand of fate that clutched me and filled me with its woes.  
The air grew thick and heavy; my heart seemed to freeze in me;  
A pall of darkness hung o'er me, so dense that I could not see.

Time seemed to halt, and I cared not. Of what use were hours and days,  
Without hope, without faith or ambition, to light up the tortuous ways?  
How long the evil spell held me I knew not, I cared not to know;  
I prayed but for utter oblivion from a fate that I hated so.  
At last the darkness seemed parting; a radiance dim bathed my eyes;  
A soft breeze was fanning my temples and melting my heart of ice.  
The radiance grew as I wondered. Then, hark! a sound reached my ear,  
A sound as of heavenly music that was filling the space far and near.

The notes, rolling on in their beauty, were balm to a poor tortured soul;  
Sweet peace descended upon me and faith turned again toward its goal.  
Then a voice rose out of the music, a voice like the voice of a psalm,  
Saying, "I am your life; go and fear not. Lo, I am the Spirit of Calm."  
I rose with the people around me, going forth to a world that is kind.  
What matters the physical silence when a soul its Creator can find?  
What power have events and environment when Infinite Wisdom complete  
Is the life and the joy within me, where "spirit with spirit can meet"?



## A LETTER TO "OUR MAGAZINE"

By J. L. MacDONALD

BEING ONE of the deaf, deafened, or hard of hearing (whichever jars the least on your sensibilities) that THE VOLTA REVIEW has been the means of showing the way to a brighter and more contented life, may I not recite my experience, trusting that some deaf mariner on the sea of despondency may see the light-house of lip-reading that has kept me off the shoals and shallows of discouragement.

At twenty years of age I began treatment, and now at forty I cannot hear a piano without the aid of a hearing device. I doubt if any who have normal hearing can even imagine the despair, discouragement, and false pride one who has become deafened has to overcome at some time or other.

When things looked darkest for me I saw an item in our local paper wherein a doctor, under "health talks," advised a woman to take up lip-reading and send for THE VOLTA REVIEW, which was the first I had ever heard of it. I wrote, subscribed, and through it found a most inestimable young lady teacher in our public schools. A few private lessons caused my hopes to soar with a realization of the possibilities of what might be accomplished, but she succumbed to Cupid's dart and left me without a teacher. Fortunately, however, she recommended one of even greater sterling qualities, who accepted the position and gave me lessons. Profiting by past experiences and knowing that good things do not last forever, I did make some progress before she accepted another position and I was once more without a teacher.

Life has taken on a new and brighter outlook for me. I am no longer morose and worrying over my affliction. I am no longer sensitive as to what some one might think or say. I am no longer depending upon some one to look after my business affairs, as I can do it better than any one else in the world, because of a greater interest.

If I have a house to paint, plumbing to do, land to sell, a deed to write, an orchard to spray, or an auto to fix, I can

do it. If any kind of problem comes up, I only want to know if it has ever been done before; if so, surely I can do it, if I work hard enough and long enough, and so can you. We should regard a job not as an irksome duty, but as an opportunity.

I go to all kinds of public gatherings; am a member of our chamber of commerce, with over 2,000 live members, business men and women. I attend their luncheons and banquets, as well as the meetings of the Realty Board, of which I am a member, and have never had a single case of disrespect or insult shown me on account of my affliction. I am greatly benefited by the association, and it helps to keep me from forming habits of inattention. To be sure, I meet people who seem to be bored at having to talk to me. I just forget them as quickly as possible, because the world is full of good people, and a few snobs are to be expected.

There will always be inequalities among us; some will be better lip-readers than others, some better writers, and some greater financial successes. This inequality is a part of nature. We do not find all of our people the same size, nor all of our land producing the same sized apples or potatoes. We cannot have equality of position any more than we could put up a building with all hod-carriers, all brick masons, all carpenters, or all architects; but we can do our part and help others do their part, and that promotes efficiency and harmony, which is called co-operation. Every one of us must find his place, which depends on what he can do and his opportunity, and then must work to fill it.

We should emphasize every letter in the word "work," because nothing worth while can be accomplished without it. If you are lazy and indolent, looking for a snap at big pay and little work, or a living from charity, you will find the calling badly crowded, and you might as well jump into the lake or ocean, because you will find few who will take an interest in you. But if you make the most of life and do just a little more and better work

than any one else, and strew your path with sunshine to illuminate you, and make the lives and labors of others as pleasant as possible, and talk about their troubles instead of your own, you will soon be surprised to find how many friends you will have. True friends must be made, and it takes time to do it, but it is time well spent.

If you have sufficient of that great trio I have read of—"bull-dog, barbed wire, and rawhide"—in your make-up, you will succeed. If you do not have confidence in yourself, how do you expect others to have confidence in you?

This is not egotism. It might properly be classed as Edison's definition of a "genius," which he said was 90 per cent perspiration and 10 per cent inspiration.

You have to put your mind above your physical infirmities, and then you will succeed, not because of your affliction,

but in spite of it. This elevates one's own respect for himself and makes his friends and neighbors regard him seriously and cordially, and is the pathway from lip-reading to a happy and successful life. In looking for happiness, you must look within yourself, because that is where you will find it.

I sometimes wonder if all of the great and learned writers are deaf, because we have so many able and helpful articles in *THE VOLTA REVIEW*.

Why, do you know that after reading one of Ferrall's articles, describing the many great advantages the deaf have over the hearing person, I got real chesty about it, and would have wanted real boot to swap with my hearing friends, and began wishing I had three hands, so I could use one to pat myself on the back on account of those advantages!

## AUTOBIOGRAPHY OF A STAMMERER

Edited by JOSEPHINE MOORE RICHARDSON

SIXTY-NINE years ago today (August 20, 1880) my twin sister and I were born in Woodville, Mississippi. Our home was neat, plain, and comfortable, the home of pioneer cotton-planters. My father was very religious, a follower of John Wesley, and he insisted on plainness of dress, habits of economy and industry. Now, my paternal grandfather had not these ideas; he was wealthy, a power in his community, and he lived well and luxuriously. Being the eldest son and grandson, a double interest centered in me, and my earliest recollections go back to my grandfather's home, where I had the petting and spoiling of five unmarried uncles. My young life was about equally divided between the two homes—one of wealth, one of simplicity in all things. I was far better satisfied with life at my grandfather's, where, like my uncles, my grandmother and grandfather anticipated and gratified every wish or fancy. I dared not hint of my ruffled shirts at my home.

My father was a good man, noble-hearted, but impulsive, and suddenly he decided I must spend the greater part of

my life at home; he distrusted the luxurious surroundings of his father's home. This decision was a blow to me; for, though but seven years of age, I had many plans for my future. One was to be an orator. Under the persistent tutelage of my uncles, I had become rather famous in the community for my oratory. I fully believed the statement that Cicero and Demosthenes were nowhere in comparison. Why, before knowing my alphabet I had memorized "My voice is still for war"; "You'd scarce expect one of my age"; "Friends, Romans, countrymen," and other school-boy selections. These I was called upon to deliver on all company occasions at both my homes. My wonderful power of memory, speech, and gesture would cause tears of joy to spring to my relatives' eyes. Indeed, such was my local fame that the principal of the Jackson Academy, in our county, prevailed on my father to let me open the school exhibition.

This proved a memorable occasion, and all the incidents connected with it are still fresh in my memory. I had been sent to the academy the day before for

rehearsal, and in a single night had distanced Jonah's gourd, in my own estimation, at finding myself among the big lions of the school.

The exhibition came off next day. The stage was curtained and covered with evergreen, in the midst of a beautiful forest, and raised about four feet from the ground and carpeted. In front of the stage was seated the whole county. People had poured out; it was an immense gathering. The little bell tinkled, the curtains parted, and the venerable president came forward, saying, "Let us pray." After the prayer he said:

"The exhibition will now be opened by a speech from Francis Richardson."

I was standing with the other boys, who cried, "Go ahead, Brutus!"

I walked out to the front of the stage dressed in the clothes I wore at my grandfather's (those clothes were a great concession), as if the "world and the fullness thereof" were mine. I gave my best bow, the applause commenced, and I had to bow again and again before I could begin, "Friends, Romans, countrymen." My young voice must have had a clear ring and compass, for I heard it said that it reached the furthestmost verge of the audience.

The time is long spent, the scene afar, yet still I can hear the voice of the old principal, Rev. Mark Moore, as he said: "Francis, you may make a great man, but you will never make a speech that will do you more credit than the one you made today."

Here was the beginning and end of my young oratory. The tree in limb and foliage was beautiful, but a worm had girdled its tap-root; the main support was going, going, gone. With me, this "worm" was a young negro servant in our home. He was one of the most heartrending stammerers I ever heard. Why I alone of all my brothers and sisters should have been the victim none can tell. [One brother did stammer slightly, however.—J. M. R.] To see this sufferer in the agony of being delivered of a word roused my compassion; I often found myself trying to help the boy.

Who that has passed through the world with his eyes open does not know

the contagion of stammering and stuttering. It is barely possible that in my own case there may have been some predisposition to speech defect; for my mother, who had one of the softest, sweetest, most even-flowing voices I ever heard, would suddenly stop when she had to say "Richardson," but I know of no other letter besides "R" at the beginning of a word which gave her trouble. Be this as it may, one thing is certain, my affliction got fast hold of me before any one, even myself, was aware of it.

Looking back on half a century of moral crucifixion, my opinion is that it was the result of a sudden loss of confidence which produced the catastrophe, followed by unfortunate treatment of the infirmity, due to ignorance of the cause and effect; all of which has since been discovered by science. [Of course, the child had been highly excited by public attention; overstimulated at an early age; and was longing to return to his grandfather's home. Hence it is small wonder that his nervous system was unstrung.—J. M. R.]

At the time I mention, my father was absent from home, and on his return he was much exercised over what he thought was perverseness on my part. So, with the best motive in the world, he took the very worst plan to relieve me. As I have said, he was very impulsive and positive, and whenever he tried to correct me he became nervous, which made matters worse. No doubt whatever but that he thought all he did was for my good; for in after years, when I saw what he suffered on my account, I have no reason to doubt but that he would have given his right hand if that would have lifted the curse from his first-born boy. As I see it now, in the light of present-day science, I am fully satisfied that if a proper course had been pursued with me, or if they had let me go back to my grandfather's, the fearful calamity might have been avoided; but it must be remembered that remedies for this, the most heart-crushing of all human infirmities, were then, in a degree, unknown to the world.

With me it was a festering sore that only grew worse from irritation, and in a few months my case was pronounced

hopeless, and I but ten years' old! My first schooling was at home; my gentle, soft-mannered mother taught me. Alone with her, I could say my lessons and hesitate but little; but at the age of ten I was regularly entered on the list of school-boys, and the iron entered my soul.

Some of my teachers were kind, gentle, and considerate; others were brutal; they whipped, scolded, and abused me for not pronouncing words—words which were impossible, even if there had been millions in it. My father, engrossed in his business affairs, was not always aware of how I suffered, and, when aware, still hoped my stammering would wear off, when all the time it was wearing on.

It was a great oversight ever to subject me to the usual routine of school—to be crucified in a spelling class between thieves, as it were; to be turned down foot because I dared not pronounce a word or letter I knew so well! But it was out of doors at playtime when most of my trials and tribulations came; for with me it was a word and a blow, often the blow first; that came easier for me. I realize how hard it is to refrain from laughing at one who is struggling to get out a word, but it is even harder for the struggler to refrain from knocking down one who is laughing at the struggle.

Nor was it in school alone that my trouble came, but out in the world, in social life. To be asked at a friend's table if I preferred coffee or tea and know I could pronounce neither word, that was crushing indeed. To be asked my own unpronounceable name in company, or to have to introduce people—why, it took the courage of the famous six hundred. Better meet a highwayman with "stand and deliver" than a traveler inquiring the way.

Charles Lamb, the worst stammerer in history, had the above experiences. How sweetly he bore them, too! I would not like to record how often I was on the verge of suicide. With me the worst stage was about my fifteenth year, when, though well prepared for college, my parents could not bear to subject me to new scenes of torture and humiliation. My father was now using his ample means to alleviate my condition and was most tender to me.

I was sent to an institution which professed to cure stammering. This was Dr. Yates' institution in Natchez, Mississippi, in 1827-29. Though I remained there some time and was relieved in speaking, I was far from being cured. Perhaps Dr. Yates advised it, but I was not sent back to my old school. I studied at home, under the direction of the neighboring physician and the minister, both of whom were excellent teachers. Reading was my greatest pleasure. Many of our neighbors had good libraries, and the gems of English poetry I learned then still remain in this storehouse (decayed as it is) of memory.

Up to this period of my life, my twin sister and my mother were in full sympathy with me; without them I shudder to think what I would have become. Later, my mother was taken from us, and while a blow to all of us, to me it was hardest—to me the stammering boy, who when most oppressed and depressed needed a mother's understanding love to soothe the evil spirit.

For two years after her death I helped my father on his sugar plantation, but then I heard of Professor King, an English elocutionist, established in Baltimore, who advertised the treatment of stammering, "No cure, no pay." I determined to take his treatment.

In Baltimore I found a large number of pupils and we all worked hard for three months. This was in 1832, and again I found myself benefited but not cured. The main feature then for those afflicted as I was, consisted in "self-control," "regular and full inflation," "speech audible and slow." Any speaker will be benefited by these rules, and the intelligent stammerer learns to have his quiver full of words meaning the same thing; so if one does not come handy, another does.

While my stammering was not now as painful for others as it had been, it was still too bad for me to become a lawyer, as I had intended. I knew no client would let me plead his cause or any judge listen to my stammering. I therefore turned my leisure moments to writing and, to some extent, still follow the practise.

My stammering had not kept the

woman I loved from marrying me, and with our babies we were settled down on a Louisiana plantation; but in the year 1850 a call came for me to represent my party (Whig) in the legislature. I was elected and went to Baton Rouge, Louisiana. It was the first session held at Baton Rouge, in the New State House, and I believe it was generally considered to have been the strongest body of representative men ever assembled in the State.

My speech was now remarkably improved, but there was enough of the thorn left to make me realize the embarrassment of my position. Still, I must talk and represent the people who had chosen me. I could not read aloud, but soon I found that on my feet, with full voice and gesture, interested by a subject, I could talk; I even had fluency.

The Speaker died suddenly, and I was urged to be a candidate for the vacancy, but this I dared not accept. I positively refused, for reasons best known to myself, but which I did not care to parade before the State of Louisiana. Then, too, I felt I could be more useful from the floor. With the help of my brother, who had become blind by accident, I succeeded in having passed a bill for the building of the blind, deaf, and dumb asylum. When the bill came up for its third reading there had developed opposition to it, when, springing to my feet, I made what I know and what others told me was the best speech of my life. The bill passed by a large majority. My next best speech was to urge the completion of the Chalmette Monument, commemorating the Battle of New Orleans. This bill also passed.

[When my grandfather was eighty years old he and I climbed to the top of this monument. He lived to be eighty-nine and showed no signs of breakdown (besides deafness) till eighty-five. As to his stammering, I wish to stress the fact that in childhood I did not notice it. Later I did become aware of a slight hesitation, not unpleasant, however. At the age of eighty my grandfather recited to us a long poem, "The Misanthrope," and hesitated but twice in its eloquent delivery. I have given this autobiography with al-

most no change. I have simply eliminated matters which had no concern with his defect. I trust this life history may encourage some sufferer to rise above a terrible handicap and become a leader of men.—J. M. R.]

## TWO. TO?

Having lost my hearing in the army, I frequently have trouble in understanding people when they speak to me. I often get a call-down that makes me jump.

I remember one night I had invited a young lady from a small town in New Jersey to accompany me to the theater in the city. I was just learning lip-reading at the time, and wished to see if I could understand the speakers on the stage.

Arriving at the station after the show, I found we had only a few minutes to catch the last train for home. Sending the young lady ahead, I dashed up to the ticket-seller and shouted, "Two tickets!" I read the ticket-seller's lips and understood him to say, "Two?" and I answered, "Yes, two," and every time I would answer, "Yes, two," he would repeat, "Two." The more he repeated, the madder he got. At last his temper got the best of him. Reaching out of the ticket window, he got a firm grip on my collar, gave me a yank, and shouted, "Two, damn you, two! Yes, two, two, two, *two*; but, damn you, tell me where in hell *to*?"

I broke away, leaving my collar in his hand. Not until two weeks later did I find out that all the time he had been asking me, "Where to?"—*William F. O'Connor.*

## HUMAN NATURE

THERE was a sign upon the fence  
And it was labeled "Paint,"  
And every one who passed that way,—  
Sinner or saint,—  
Put out a cautious finger there,  
And as he onward sped  
He slowly wiped that finger tip,  
"It is," he said!

—*Frances C. Hamlet (Translated from the French).*



## A YEAR AGO



PRIMARY BOYS, CLARKE SCHOOL, NORTHAMPTON, MASS.

Perhaps some of us have forgotten what sort of February we had last year. This impressive snow fort, built then by the little Dudley Hall boys of Clarke School, will remind us.



PRIMARY BOYS, ST. JOSEPH'S INSTITUTE, WESTCHESTER, N. Y.

The Editor arrived at St. Joseph's one blustery morning in February, 1920, when there was a great deal more snow on the ground than the bareness of the roof in the picture would indicate. Some of the wee laddies from the primary department were having a glorious time on their sleds. They were fascinated by the camera, and joyfully agreed to stop long enough to be photographed.

## TEACHING THE YOUNG IDEA HOW TO SHOOT

By JOHN A. FERRALL

I HAVE READ with rather unusual interest the paper on "A New Employment for the Hard of Hearing," published in *THE VOLTA REVIEW* for November, 1920. You understand, of course, that I am writing this in November, while the Editor is probably looking over the first advance copy of the December *REVIEW* and correcting the proof-sheets of the January issue, so that, even if this article is published, you are not apt to see it until February or Easter. I mention this simply because I do not want you to get the impression that it takes me two or three months to think up suggestions. Not at all. They just come to my mind offhand, with scarcely any mental effort whatever.

So, as I was saying, I have been interested in reading this article I mentioned. It discusses the teaching of shorthand as a possible field of employment for the hard of hearing. The discussion is an excellent one, too, and I am sorry the writer did not sign the article and so get the credit for this fine suggestion. However, the fact that the article was published anonymously convinces me that it was written by a woman; no man would have had so much modesty. The fair readers of *THE VOLTA REVIEW* may as well credit their side with the suggestion. In an attempt to bolster up the men's side, I'll now proceed to offer a suggestion or two!

Perhaps my interest has been influenced somewhat by the fact that I, too, was once a shorthand writer of parts. Having been through the mill, so to speak, it seems to me that the article in question should have emphasized the fact that typewriting must go hand-in-hand with shorthand. Shorthand by itself is comparatively worthless commercially. Perhaps this suggestion is rather uncalled for, since it would appear that every one realizes that shorthand and typewriting usually supplement each other. Maybe every one does, but the point is that I did not. When I accidentally began the study of shorthand, I had an idea that I could "pick up" typewriting in a short time, much as one might learn to use an

adding-machine. I was mistaken, sadly mistaken—oh, so sadly mistaken!

For a time nothing happened to disillusion me. I merely used my shorthand as a toy. I even ventured to teach a little. Typewriting was still beneath my notice. Then I secured (I mean, accepted) my first position as stenographer and typewriter. And then I learned that typewriting could be "picked up" just about as readily as the Woolworth Building.

Fortunately, the very first letter dictated to me in my brief commercial career was addressed to the President of the United States. It took me half a day to typewrite its two pages. My new chief, however, appeared to think that I was merely trying to do the best job possible for the White House and made no comment on the time consumed. Since some of the readers of *THE VOLTA REVIEW* have been kind enough to refer to me as a "young man," I'll not mention the name of the President at that time. It is sufficient to say that it was not Thomas Jefferson.

Well, anyway, by working far into the night of that first day I finished up the dictation and had the letters ready for signing next morning. The chief, presumably, thought I had finished them before closing time. For two or three months I came early and worked late, thus managing to do about as much daily as the average stenographer does in his regular work-day. And that is how it happened to be impressed upon me that typewriting is important and that any one beginning the study of shorthand should be cautioned to start a little typewriting practise at the same time.

Speaking of working overtime reminds me of one of the great unsolved mysteries of my life. While working as a stenographer I was once assigned to a high official whose stenographer had resigned two weeks previously. Many letters had accumulated, and he dictated to me from ten in the morning until 4.30 p. m., with half an hour for lunch. I came back that night and transcribed letters until 2 a. m.; then I went home to

breakfast and came back at 7 a. m. By three o'clock that afternoon I placed on the official's desk 151 typewritten letters. Then I stood around waiting for his astonished comment, for of course he did not know I had worked at night or early in the morning, and so to him the 151 letters represented merely one day's work. He glanced over the letters, signed them—and *never said a solitary word!* The question is: Was that the sort of a day's work his former stenographer had been doing, or did the official realize what I had been up to, and so decide to play a little joke himself by refusing to comment? Anyway, the gasp of surprise that I had worked so hard to gain did not materialize. I'm still wondering about it. The official in question is now Paymaster General of the Navy—Samuel McGowan. Maybe he'll see this and give me the answer.

So, dear reader, if you decide to teach shorthand, please do not fail to impress upon your pupils the importance of starting to typewrite at one and the same time. After all, it is the typewritten letter upon which your pupils will be judged.

From a teacher's standpoint, too, typewriting is important, in that it makes it possible for her to require the pupil to transcribe at least a part of the material she dictates to him, and in this way she has an opportunity to correct his English, spelling, capitalization, etc. These things are very important to the success of the stenographer—so important that many of the higher class commercial schools will not accept pupils who lack a satisfactory educational foundation.

It is usually possible for the pupil to rent a typewriter at small cost, and there are many excellent manuals for self-instruction, in case the teacher of shorthand does not wish to include typewriting in her teaching course. Most typewriting companies have instruction books for free distribution or for sale.

There is a tremendous demand for shorthand writers, and there is every indication that this demand will continue. So, competent shorthand teachers should always be sure of a good income. Even if one has no knowledge of the subject, it may be acquired in a comparatively

short time, either from local teachers or by correspondence.

The selection of a system is important. There are many of them, and the adherents of each are loud in their claims of superiority. Perhaps the most satisfactory plan of selection is to make inquiries as to the system used by the leading stenographers in your city or the city in which you propose to locate. Then you can take up the study of this system, secure in the knowledge that it has proved itself in actual practise. Besides, it may help you considerably, later on, to be able to tell your pupils and to announce in your advertisements that you teach the system of shorthand used by Mr. Soandso, of the City Hall reporting staff, and Miss Whoziss, private secretary to old General Issimo himself.

As to the possibility of beginning to teach when one has but a slight knowledge of the subject: It can be done; it has been done; I've done it myself! However, it is a ticklish proposition at best. Six months of faithful study, however, should give one a pretty thorough knowledge of the basic principles of shorthand, and with this running start, if a pupil ever catches up with you it will be your own fault.

Incidentally, one of the best stenographers I ever knew studied with a teacher who had just taken up shorthand himself and who barely managed to keep a single lesson ahead of his pupil. He actually did not, as a matter of fact, for the pupil detected the state of affairs and studied with such enthusiasm (and malicious mischief) that he soon surpassed his instructor.

While practical office experience is desirable, the teacher lacking this can, I believe, supply the deficiency by a carefully considered course of reading. Such books as Schulze's "The American Office," Spencer's "The Efficient Secretary," Hudders' "Indexing and Filing," and Brown's "Business Correspondence and Manual of Dictation" will give a comprehensive knowledge of modern office practise. Most public libraries have these or similar books. Consult your local librarian.

I have known excellent teachers of shorthand who had no actual business

experience; they graduated from the ranks of the pupils into the ranks of the teachers, and were successful from the start, for the reason that they knew thoroughly the principles of the system they taught and had the ability to impart this knowledge to pupils. Some of them were not even rapid writers of shorthand, but all wrote it accurately. Of course, the ideal teacher should be able to do all the things she proposes to teach others; but we do not encounter ideal teachers—or ideal persons in any other profession or walk in life—often enough to embarrass us.

As to the possibilities for securing pupils: I have already mentioned the tremendous demand for competent stenographers and typewriters. The United States Government now pays an average entrance salary of \$100 a month for stenographers and typewriters, regardless of sex, age, or previous condition of servitude, passing a very simple civil service test—simple, that is, for a really competent applicant. If any specific proof is needed as to its simplicity, I may say that I passed it when it was much younger and stronger than it is now.

Usually a bonus of \$20 a month is given appointees who prove satisfactory, so that the entrance salary is really \$120 a month. And still the demand exceeds the supply. The Civil Service Commission at Washington, D. C., is urging young people to take up shorthand and typewriting. Examinations are held about every week, all over the United States. The Commission will furnish detailed information regarding the character of this examination, salaries, etc. The business world, too, offers wide opportunities for stenographers.

An added incentive for undertaking such work as the teaching of shorthand is to be found in the knowledge that stenography is a profession which gives young people a very solid foundation for success commercially. It is one of the very best of stepping-stone positions. One of the best statements regarding this phase of the subject was made many years ago by Mr. Edward Bok (who made the *Ladies' Home Journal* famous). He said: ". . . I was told by my employer that if I would study shorthand

he would double my salary. I immediately went to work and within a short time I was taking letters from dictation, and from there graduated successfully through positions, each position being obtained because of my knowledge of shorthand, and in each case receiving a larger salary. I am free to say that the knowledge of shorthand proved a distinct stepping-stone in my business progress. . . . The value of shorthand is that it is likely to place employees in a position of confidence and bring them into direct contact with their employers, thus giving them an insight into the inner workings of a business that they could scarcely obtain in any other way."

This, you see, is not only interesting and encouraging, but also offers valuable material for use in your campaign for pupils.

We know, too, that Charles Dickens' early training as a shorthand writer very likely made possible the books that have since delighted the world. And President Wilson finds shorthand very useful, and he is quite an expert with the typewriter. Mr. Easton, organizer of the Columbia Graphophone Company, was formerly a stenographer in Washington. Here, too, we have seen a government stenographer (Mr. George B. Cortelyou) rise from a low-salaried position to a place in the President's Cabinet, and later to a high-salaried position in New York's financial world.

Then, too, a knowledge of shorthand is an extremely useful thing to the deaf man or any other man. For the deaf, aside from its use in making brief notes, memoranda, etc., the reading of shorthand will, I believe, have a tendency to develop synthetic ability—that ability which makes possible the grasping of the meaning of an entire sentence when only a few words of it are understood; and every one knows how important this ability is to the lip-reader.

In Pitmanic shorthand, which is the system I use, words are usually indicated by consonants only, though there are provisions for indicating vowels if one considers them essential. Usually, however, vowels are omitted. So it happens that a single shorthand character may represent any one of half a dozen words.

Just which one it is, the context determines, much as we distinguish between "to," "two," and "too" in spoken language. The expert shorthand reader soon learns to grasp phrases, and even whole sentences, as a unit, without bothering to stop and analyze each individual shorthand outline. This, of course, is exactly the ability which every teacher of lip-reading seeks to develop in her pupils.

And there are lots of other things the deaf might do with shorthand. For example, we often read that Mr. Edison occasionally takes an assistant along with him to meetings, and this assistant, an expert telegrapher, telegraphs the substance of the speeches, etc., to Mr. Edison by tapping on the latter's shoulder, using a regular telegraph code. Now, if Mr. Edison was thoroughly familiar with shorthand it would be much simpler for him, it seems to me, to take a seat behind the official stenographer of such a meeting and read the latter's notes as they were written in the verbatim report of the proceedings. Or, simpler yet, he could take along his own stenographer, with whose shorthand he was very familiar. Any experienced shorthand writer will tell you that it is practicable to become so accustomed to another writer's shorthand that the notes can be read just about as easily as print. It is a lot simpler than it sounds.

For that matter, lots of things are simpler than they sound. At the commencement exercises of the Washington School of Lip-Reading, I have often taken down in shorthand the examinations—sentences, proverbs, etc. It is very seldom indeed that some one does not observe this and appear perfectly astounded. The idea of a totally deaf man writing in shorthand dictation which he does not hear appears absolutely startling to them. Yet the sentences and other exercises are given in such a way as to allow ample time between for them to be written in longhand by members of the audience partaking of the tests. And these people do write them in longhand. Yet it apparently never occurs to some of them that, since I know shorthand, it is no more remarkable for me to write

the sentence in shorthand than it is for them to write in longhand!

Such is life. There is simply a little misunderstanding as to the nature of the happening.

There was a man once who, in getting up water from a well, saw the moon shining at the bottom of it. He was much worried to think that the moon had fallen down the well and he thought how terrible it would be for the world if it was allowed to remain there. So he made a terrific effort and yanked the bucket to the surface, throwing himself flat on his back, in the attempt. As he looked upward he saw the moon shining in the sky. "That was a fine piece of work," he said to himself, "yanking that moon into its place again!"

#### CAN YOU SUGGEST A NAME?

At a recent meeting of the Board of Managers, the desirability of changing the name of the American Association for the Hard of Hearing was agreed upon. However, no suitable name was offered as a substitute, so the matter was postponed until the next meeting. A committee was appointed to secure suggestions for a title. Have you something appropriate in mind? The matter is one that should be of great concern to most of our readers, for the success of this organization may mean untold good to the work for all hard of hearing people. Miss Josephine Timberlake, Volta Bureau, Washington, D. C., will be glad to receive all suggestions as to a name that will suitably designate the broad character and purposes of the association.

#### SCHOOL FOR NEGRO DEAF IN LOUISIANA

Louisiana can no longer be pointed out as a backward State, as far as provision for the negro deaf and blind children are concerned, for the late General Assembly passed a bill establishing an institution for such purpose. There is reason to believe that there are fifty deaf colored children growing up in ignorance. To them the establishment of the school will be a godsend.

We have not seen the law, and do not know how the school will be governed, nor where it will be established.—*The Silent Worker*.



## The Friendly Corner



"O, be my friend, and teach me to be thine."—EMERSON.

I HAVE just returned from a walk to the pier. I passed through rows of palm and live-oak and I saw the brilliant flowers of flame of the poinsettia and hibiscus. In the distance were thick groves of oranges and grapefruit, with their golden fruit shining among the glistening leaves. The pier runs out over the water for some distance, and on the end are a few stores where fresh fish and stone crab are for sale.

I leaned out over the railing and beneath the waters I saw the wrecked hull of a boat, and I wondered to what far countries it had sailed and of the adventures through which it had lived. I thought of Stevenson and De Foe and of the cruise of the *Snark* in the Southern Seas.

The sun was dropping down below the horizon and the glory of God was in the heavens. It was a dazzling sunset of crimson and gold, which seemed to catch up the very waters in its spread of flame. A few sea-gulls whirled in great circles over my head, gray birds that rose and fell and swerved on the invisible currents of air. I could not hear their weird cries, but that did not occur to me. I was so absorbed in watching their grace and beauty.

Solemn pelicans stood on the near-by posts, their heavy long bills resting on their white waistcoats, for all the world like lengthy beards. They are awkward, clumsy birds, like awkward, clumsy men; yet their dignity, their air of wisdom, their unruffled poise and freedom from self-conceit, have made them my worthy friends.

What a beautiful world this out-of-doors is! Why do we hug our firesides and ugly steam radiators when there is so much to see and learn? And yet which one of the many clubs and leagues for the deaf in this country can tell me of a Tramping or Hiking Club, or of walks to learn the ways of the flowers and trees? Why has this delightful source of pleas-

ure been so neglected? Even those who live in the North may study the trees in their winter aspect. Each twig bears leaf scars of different shape and arrangement that denote the genus of that tree. The mathematical arrangement of the branches will tell you how the leaves get all the light they need in summer. The buds show you how Nature protects the young things by many coverings from the frost, and is it not a joy to see them burst forth and watch their rapid growth in the spring?

Right here I want to warn any one from becoming a member of any hiking club of which our Editor is the originator. She and I had a hiking party of two down to the railroad station one time in Philadelphia. She was on her way to visit the Mt. Airy School, and I was going to a doctor. When we decided to make a certain train, we were four blocks away from the station, each of these four blocks turning in a different direction of the compass. (That's where the Kinzie School is, in case you are ever trying to find it from the Broad Street Station.)

Miss Timberlake said, "We have two minutes—just time enough."

We didn't exactly run and we most assuredly didn't walk—we *hiked*; and yet at the end of four blocks there was no station in front of us, as there should have been. We had forgotten to turn south and west.

Miss Timberlake said, "How did we get here?"

I replied, "I don't know," and saved my breath for two blocks more. I was considerably more than grateful when I saw the station then, for the breadth of my skirt would not allow for the long, free strides of my companion. We ran—or perhaps we flew—up the stairs, and there were twenty parallel trains before us. One of them was probably ours. We got on the wrong one first, and walked through two empty cars before we discovered our mistake; then jumped

## RHYTHM IN LIP-READING

By CORALIE N. KENFIELD

**T**AKING MISS BERGEN's valuable suggestions as a basis for practise-class programs, it may be interesting as well as helpful to others to know how, and for what purpose, some of the material was used and along what lines it was developed.

The aim of the practise class is sight-reading—quick, ready response on the part of the pupils—and such response is never possible through any analytical process, either of eye or mind.

The predominating lip-reading factor being the mental, synthetic and intuitive ability must be present, but help is also derived from a subconscious knowledge of the movements of speech organs. This subconscious knowledge is gained by practise and can be carried to such a degree of perfection that all individual movements are seemingly lost, and speech, especially colloquial speech, may become merely rhythm, and, as rhythm, registered and interpreted by the eye and brain.

How many lip-readers actually see the phrase "As snug as a bug in a rug"? Not many; but I will venture that all recognize it by its rhythmic beat. Take the familiar greeting "mornin'." One does not stop to figure it out. It is simply recognized rhythm.

So, for practise, in order to gain this subconscious recognition of rhythm, short colloquial sentences are excellent; but, to accustom the eye to rhythm in its easiest form, nothing is better than rhyme. Here the meter takes on an exact measured form and is quickly recognized. Everything that helps to make lip-reading a subconscious process should be used, no matter how small the aid, for the lip-reader's salvation rests clearly upon forgetfulness of method and upon a smooth running mechanism.

In using Miss Bergen's topics, the questions were given in rhyme in order that a recognition of rhythm might be gained. A natural sense of rhythm is lacking in some lip-readers, just as other physical and mental qualities are lacking, but it can, I am sure, be cultivated by practise. It does not always follow that one with marked musical ability recog-

nizes the rhythmic flow of language—in fact, it has sometimes been found to the contrary.

The following are some of the easy rhymes given:

### WHO AM I?

I come at night to every tired child, and stand  
beside him, waiting for a while;  
Then slowly drop swift grains of sand upon  
his eyes and vanish quickly, softly, as I see  
him smile. SANDMAN.

The animals went in two by two, the elephant  
and the kangaroo;  
Then the world and his wife, each to save his  
life;  
Then the captain came. Can you guess his  
name? NOAH.

I am the friend of children and I come on  
Christmas day,  
I make sad hearts be merry and I drive all  
care away. SANTA CLAUS.

Why they call me "mother" I really cannot say,  
For I haven't any children, and that's as plain  
as day.  
The only thing I have to love, in this my child-  
less plight,  
Is the little dog you've heard of, my little dog  
so bright. MOTHER HUBBARD.

This country has gone dry, and I am dead and  
gone;  
Some people are delighted, and some are most  
forlorn. JOHN BARLEYCORN.

I am the child who ne'er a mother knew;  
I am the child who was not born—I grew.  
TOPSY.

I live not on earth, I live in the sky,  
And if you look upward you'll see me on high.  
MAN IN THE MOON.

I am your uncle who wears a silk hat,  
And I'm the most powerful man on the map.  
UNCLE SAM.

My face is the most familiar one of any in this  
land,  
You see it every time a dollar passes through  
your hand. GODDESS OF LIBERTY.

I cover the ground with a mantle of white,  
I usually come in the dead of the night.  
JACK FROST.

I'm loved by some so very well, I must quite  
perfect be,  
And yet some people seem to think my tongue's  
too long for me. DAME GOSSIP.

I sit upon the weather vane,  
I am the man who makes the rain.  
JUPITER PLUVIUS.

## THE VOWEL SIREN \*

By E. W. SCRIPTURE, Ph. D., M. D.†

THE PHYSICAL NATURE of the vowels is a problem of fundamental importance. One method of solving it would be to construct an apparatus that would produce the vowels on principles like those of the human vocal organs.

If the thumb is suddenly flicked out of the opening of a flask or bottle, a short pop is heard. When this is done with flasks of different sizes, each pop will be heard to have a definite pitch—large flasks will give deep pops, small flasks will give high ones. This shows (1) that a sudden impulse of air may produce a sound in a cavity although the impulse itself is not heard, and (2) that the pitch of this sound varies with the size of the cavity. The tone produced is called the "cavity tone."

Similar experiments can be made by jerking the thumb suddenly out of the mouth. When the mouth cavity is made large by drawing the tongue back, the tone is a low one. When it is made small by heaping the tongue in the middle, it is higher. When the lips are more open, the tone is likewise higher. The tones are weaker than with flasks, because the mouth-walls are soft and moist.

The siren has been used in the previous article to imitate the larynx in producing the voice tone. To imitate the vocal cavities, resonators can be used made of butcher's meat or water. For a water resonator a thick layer of absorbent cotton is stretched over or inside a wire frame and then soaked in water.

When a water resonator is placed in front of the blast tube of the siren (figure 1), each puff will arouse the cavity tone. As the disc is rotated more rapidly, a tone appears from the disc also. Two tones are now heard—the disc tone, which varies with the speed of the disc, and the cavity tone, which remains con-

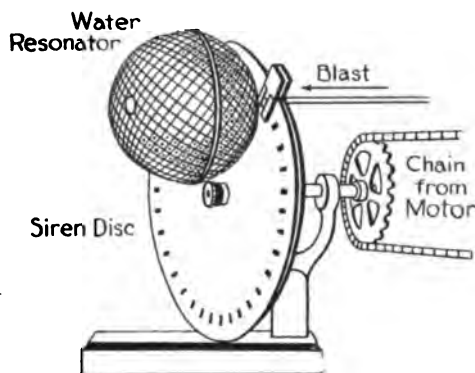


FIG. 1.

stant. If a smaller resonator is used or the opening is enlarged, the cavity tone becomes higher.

If a metal resonator is placed in front of the blast tube of the siren, the cavity tone is heard most loudly when the disc tone is the same as that of the cavity. It is less loud when the disc tone is an octave below or above. With other relations it is heard faintly or not at all.

The reason for the difference between the responses of soft cavities and hard ones lies in the reflection of the vibrations from the walls. In a cavity with soft walls, there is no reflection, and the vibration dies away almost instantly, as indicated in the top line of figure 2. Even when the puffs come rapidly, the vibration from one puff has died away before a new one is aroused. In a cavity with hard walls the vibrations from a puff persist for some time, as indicated in the second line of figure 2. If another puff comes at just the right moment, the newly aroused vibration will add itself to what is already there and the cavity tone becomes loud. If the second puff arrives at just the wrong moment, the new vibrations will conflict with the one already present and the tone will be weakened or stopped, as indicated in the last line of figure 2. This shows how a cavity with hard walls will respond loudly to puffs whose tone is the same as its own, and also somewhat less loudly to puffs whose tone stands in one of

\* This is the sixth of a series of articles on the "Mechanism of Speech," by Professor Scripture, late of Yale University, now of London.

† Author of "Elements of Experimental Phonetics," "The Study of Speech Curves," "Stuttering and Lispering," etc.



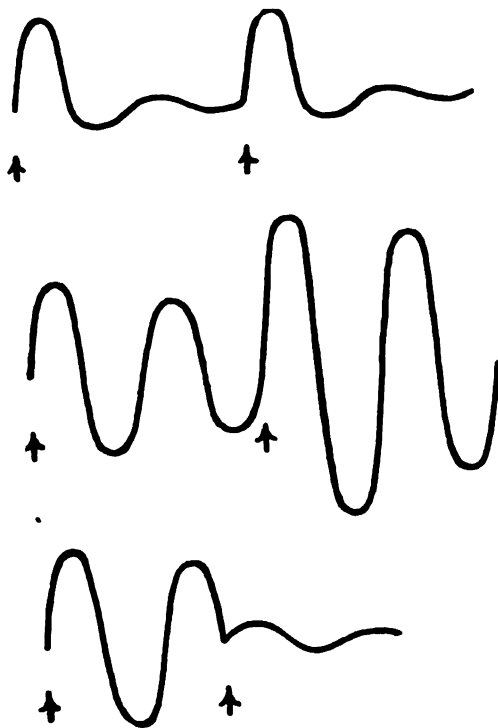


FIG. 2.

the simple relations such as 1 : 2 : 3 : 4 : etc., while it will respond weakly or not at all for other relations.

The action of the glottis in producing the voice tone is so closely like that of the siren, and the structure of the vocal cavities can be so closely imitated by the resonators of butcher's meat or water, that it is safe to assume that the production of the vowels proceeds on the same principles in both cases. A vowel, therefore, consists of two parts, namely, the voice tone and the group of cavity tones. The voice tone consists of the series of puffs from the glottis. The cavity tones consist of the vibrations aroused by these puffs. Any series of puffs from the glottis can arouse any cavity tones; consequently any vowel can be produced on any note.

The cavity tones arise from the series of cavities—chest, pharynx, mouth, nose—below and above the glottis. The pitch of these tones depends on the sizes of these cavities and on the sizes and shapes of their openings. It will not de-

pend on their shapes, because—according to a well-established principle of physics—they are all so small in comparison with the lengths of the sound waves that only the capacity, not the form, of the cavity is of any effect.

The system of vocal cavities is complicated. The mouth cavity may be made smaller or larger. It can be divided by the tongue into two, or even three, smaller cavities. The openings among these cavities can be varied by the shape of the tongue. The external opening can be varied in shape and size by the lips. The nasal cavity can be cut off entirely or partially by the velum. Every change in the size of a cavity and in the size and shape of its openings produces a change in its tone. The system of cavities thus provides for a practically endless variety of vowels.

The disc siren of Seebeck has long been known in physics. The attempt to develop a vowel siren was the result of a grant from the Hodgkins Fund of the Smithsonian Institution. It was the first step in the direction of an object that has not yet been attained, namely, to produce an organ that would sing the vowels. The idea was to make each tone from an organ pass through one of a series of vowel cavities, so that the organ would actually sing the vowels of a hymn as it was played in a cathedral or a church.

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#### MR. A. C. MANNING ILL.

From the *Western Pennsylvanian* we learn that Mr. A. C. Manning has had to undergo a slight operation. Mr. Manning is a member of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, and the Volta Bureau, along with his many friends, wishes him a speedy recovery.

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#### GIFTS TO THE VOLTA BUREAU

Mrs. L. J. Richardson, Berkeley, California, has presented to the Volta Bureau ten photographs of eminent old-timers in work for the deaf that will make a valuable addition to its large collection of portraits. Mrs. Richardson also sent copies of old school papers and some old pamphlets that were very acceptable.

If you have photographs of the pioneer teachers, send them to the Volta Bureau.

## OBSERVATION OF THE GLOTTIS \*

(ADDENDUM)

By E. W. SCRIPTURE, PH. D., M. D.



USING THE LARYNGOSCOPE

PROFESSOR CALZIA, of the Phonetic Laboratory of the University of Hamburg, has just sent such an excellent photograph showing the method of using the laryngoscope that it really must be added to the fourth article in this series (*THE VOLTA REVIEW*, October, 1920). The beam from a small arc lamp falls upon the large round mirror on the right. It is reflected into the mouth of the person on the left. Here it is caught by the small throat mirror, held in the mouth by the small handle. It is then reflected downward upon the glottis. The person at the right looks through a hole in the round mirror directly along the beam of

light and sees the glottis. In front of the large round mirror is a small one. The person on the left can see her own glottis in this mirror. The tongue is held in a piece of cloth after being put out. The alcohol lamp at the rear is for slightly warming the throat mirror, so that it will not be obscured by moisture when used in the mouth.

The small arc lamp is of the kind used for ultramicroscopic work and for projections; it can be used on any house circuit. The stand with the two mirrors is a device of Professor Calzia's.

\* See *THE VOLTA REVIEW*, October, 1920, page 640.

## THE IMPROVED DEVELOPMENT AND USE OF LANGUAGE BY OUR DEAF PUPILS\*

By J. BROWN, Birmingham

THIS IS a subject which has been of the utmost interest to educators of the deaf for over a century, as the more one gets to know the deaf, the more one discovers that their chief need is language, and yet more language. The problem of improving their knowledge of and use of language has produced papers innumerable all through the years, since it was demonstrated that deaf-mutes could be taught, and so no doubt it will go on in years to come.

What is this language we wish the deaf to use? Certainly not the "langwidge" reported to have been used by the cabby when the old lady gave him a penny in place of the usual tuppence; nor yet any of the learned languages, but simply the vernacular in use by his contemporaries. Language, written or spoken, is a method of social communication—a means to an end—and is therefore primarily an art, although, when considered in relation to the principles on which it is founded, it is also a science. An art is something to be done; a science is something to be known. To attain any skill in an art, long-continued practice in the imitation of good models is required, and this skill may come without any study of the principles which underlie it.

Thus, in regard to language, we find that a child with all his faculties, brought up in suitable surroundings and hearing nothing but correct models of spoken language, will develop the power of expressing his desires and emotions in correct and even beautiful language without having any knowledge of the rules of philology. This language the hearing child acquires without any great difficulty, in the natural manner, his ever-open ear catching everything that is said round about him—even more than he is intended to hear, sometimes—and, the natural reaction of his brain to these impressions resulting in imitation of what he hears, he, even before school age, has become possessed of a means of communi-

cation sufficient for all his wants and enabling him to reason so deeply sometimes as to be embarrassing to those who are called upon to answer his questions.

But it is not with children such as this we are concerned. No, the object of our solicitude is the *deaf* child, who through the failure, in some way or another, of the avenue of hearing, comes to us at the age of seven—it may be looking as bright and bonny as his more fortunate hearing brother—but without a word of the language that other has acquired, and no way of conveying his wants but by some simple gestures.

By the person unacquainted with deafness, and all that it entails when it exists from birth or from infancy, this condition of the deaf child's mind can hardly be realized. These persons have not grasped the fact that deaf children do not acquire language as they themselves had done, "without thinking much about it," and many there be who look upon these children as possessing the same facility for expression, if only the key, which they usually visualize as the "Deaf and Dumb Alphabet," be used.

Indeed, I well remember a prominent educationalist in the hearing world visiting a school for the deaf, who, seeing some children who had been admitted to school a few weeks before, inquired if they had learned the manual alphabet. Being informed that they now knew the letters, he, proud of the fact that he possessed a knowledge of the manual alphabet—having acquired it as a secret code in his school-days, no doubt—now stepped in front of the class and spelt "How do you like school"? To his great surprise, not one child answered, but we who knew the deaf child only smiled. We were not surprised. In the same way, it is commonly believed, even now, by many excellent people, that when a teacher has laboriously taught a deaf child to speak a few words, or even to say the "Lord's Prayer," then there is nothing to prevent that child from saying anything.

\* Read before the National College of Teachers of the Deaf, Birmingham, England, 1920.

Again we teachers of the deaf smile, but it is a sad smile, for a vision comes up before us of the deaf child in the world around him, where his limitations in language are so little realized and where people say: "Well, he ought to know, for I have told him," when they may have used language forms quite beyond his comprehension, and therefore conveying no meaning to his brain.

No, the deaf child who has been trained to speak a few words or phrases, and these he may pronounce exceedingly well, indeed, has not received the key to unlock the floodgates of expression, but of him it might be said, "Though I speak with the tongue of men and angels, and have not *language*, yet am I but as a sounding brass and a tinkling cymbal."

This condition of things has been not entirely unknown, even in schools for the deaf where we have had people who have prided themselves upon their ignorance of the children whom they have professed to teach. "I don't know a single sign," so they have said; then how could they understand children who have as yet no other means of expression, and it is easy to see how these may fall into the mistake of thinking that their deaf pupils ought to *know* things because they have been *told* them. We must not refuse to make use of the pupils' mode of expression until we have given them a better way of expressing their ideas. Then the teacher should become *wisely ignorant* of signs, and able only to understand ideas expressed in the newly acquired medium of language.

To us, then, is set the task of giving to these children, with a seven years' handicap in the race for language, and with the best means of winning that race taken from them, such a knowledge of language as shall be sufficient to carry them through the battle of life intelligently, and if possible to enjoy some of our priceless inheritance in the printed words of those who are no longer with us, but who though "being dead yet speak."

This task is one that demands tremendous effort from both teacher and pupil. Immense concentration must be brought to bear upon the work if the pupils are to be made to respond readily to the teaching. The hearing child in his pre-

school age learned his language somewhat promiscuously, picking up a bit here and a bit there, from this one or that, but to the deaf child the language must be brought direct, and fed to him at appropriate times, in judicious quantities, and of the requisite strength. For the guidance of the teacher, there should be a plan or syllabus to follow. This should be suggestive only and should not prescribe the actual work to be done. The initiative of the teacher must not be taken away, but he must be encouraged to prepare his lessons, following out the hints of the plan, but supplying his own subjects.

From the first the object of the teacher should be to insure correct imaging on the part of the pupil in regard to the words or phrases taught. The words and the objects or actions should be closely associated, and drawing may be made a valuable ally in aiding memory. The effort made by the child to reproduce the drawing of the object by the side of the word he has written in his book has a wonderful effect in imprinting the word on his memory. This imaging should go all through the work, so that the pupil may really understand what the language means. For instance, you ask a boy in school one day, "Where are you?" "I am in the class-room," he correctly replies. Next day you come across him in the field and ask him the same question, getting the same answer. What is wrong here? Clearly, a want of correct imaging.

You will observe I speak of *writing* very soon in the scheme of instruction, and I do so of set purpose. At seven years of age, or it may be eight or nine, there is no time to be lost in the race for language, and while every effort should be made to develop and encourage speech, this should be supplemented by the written word almost from the first.

The teacher should be keenly interested in things that interest the pupils. Sometimes it may be more profitable to leave the prearranged plan and follow the lead of the children, when their interest has been aroused, of course giving them new language for all they are telling you all the time. The teacher who "doesn't know any signs" will be at a loss here, as

the child must eke out the few words you may have taught him by gestures. Beware of saying at this stage, "You must not sign," for the pupil who is denied this liberty of communication in the early stages of his instruction will not readily become communicative later on.

The things the pupils want to know should be told them by speech, and then, *not before*, written down by the teacher or preferably by one of the pupils. This I should do, as the spoken word is liable to be misinterpreted by the pupils, and writing it down makes for certainty. "Ask a question," said a teacher to her class when some visitors were ushered into her class-room. One of the boys had the temerity to ask one of the visitors, a lady, how old she was. "You are a *rude* boy," said the teacher, upon which the boy smiled complacently, thinking she had said, "You are a *good* boy."

Though we work as hard as ever we can, it is impossible that we can bring language to our deaf pupil as constantly as it comes to a hearing one, and in spite of all our efforts his handicap remains; but if we could enable him to read, he would then have a way of supplementing the teacher's efforts and of helping himself toward the goal, the acquisition of a working knowledge of language. With this object in view, I should introduce little reading books as soon as possible, even during the first year at school. Lately I have discovered some very suitable little books for the junior classes. These are "The Teaching of English by the Direct Method," by David Thomas, and they might almost have been written for our deaf children. We don't experience much difficulty in thus early introducing printed books, as it is customary, as a pastime, to let the pupils use "word-building" letters, which they arrange to represent the words they have learnt.

As I have already said, the language must be brought to our deaf pupils grouped round certain pitfalls where they might have difficulty and where the teacher may show them how to pass safely. Many of these pitfalls are marked on the "chart" supplied to the teacher, and his duty is to draw up lessons that will help to render these pitfalls less formidable.

Language, we are told, is an art, and to attain to any skill in an art we must practise it. Therefore, if we wish our deaf pupils to learn the art of language, it is obvious that they must soon begin to practise it. This can be done both by speech and by writing, but the deaf pupil will soon be able to write more than he can speak, owing to the difficulty of enunciation, and if we were to insist that he should say all he writes we should tend greatly to "limit his output."

In the very lowest classes the teacher can set aside a column on her blackboard for incidental language, a few simple sentences on the weather, or anything in which the pupils can see the application. Very soon the pupils will volunteer to write down these sentences, and thereafter every child in the class should be deputed to do this every morning in turn. It is, I consider, highly important that the pupils should be encouraged to use language spontaneously. For some years I have required every child above the very junior classes to write something every day—in the higher classes this is to be something original—and the result has been very gratifying.

I do not need to expatiate to an audience such as this on the various devices we use as language carriers, but I may mention some for which I have a great affection. There is the short, simple story, with questions on it. The questions asked at first should be those where the answer can be found from the story. Later, questions should be asked to test the thinking powers, and to find out if the pupil has really understood the story. For instance, here is a story I once gave to a class of deaf children, and not a junior class either: "One fine moonlight night a boy was walking along a road. He saw something bright on the footpath. He thought it was a shilling, but when he picked it up he was disappointed to find that it was only a piece of tin."

Question. Where did the boy find the *shilling*?

All answered, "On the footpath"!

After a course of such questions they began to look deeper into things and were not so easily caught.

Another favorite lesson is to write down an incomplete sentence on the

blackboard and have the pupils ply you with questions to get the information withheld—*e. g.*:

"I saw....."

Questions. What did you see? A man.

Where did you see him?

What was he doing? &c.

These questions are to be answered shortly, as quickly as they are asked by the pupils, and afterwards the whole thing should be written out by the pupils as a story.

Dialogue changed into narrative and original story-writing with the pupils' own sketches to illustrate the story are valuable. Many strange and mirth-provoking situations are sometimes described in these original stories. One, I remember, described how a boy one winter day, against his mother's express orders, went sliding on a pond, and of course fell in. Fearing to face the maternal displeasure, he resorted to the desperate expedient of taking off his wet garments and hanging them on a tree to dry! As this happened north of the Tweed, it may not be so incredible as it seems, but to say the least of it he must have been a *hardy* Scot.

At this stage, and even before, I have found the "New A. L. English Course," by John Eades, very helpful. Many excellent subjects for composition are suggested and a number of model compositions are given in the book. These books also treat slightly of the science of language, which at this stage does good.

Where trade training classes are established under teachers who, besides being first-class tradesmen, are qualified to give instruction in correct language, much may be done in the way of teaching the special technical language of each trade, and a certain portion of the time devoted to trades should be set apart for this instruction. The pupils should be able to answer what they are doing when questioned, and practise should be given in writing out an account of what they have done during their time in the workshop.

In school it may be said that the deaf child has a reasonable opportunity of being brought into contact with an environment of language, but out of school the handicap between him and his hearing brother is more marked. The hearing

boy, in contact with his companions and with others he meets out of school, still uses language, but in the case of the deaf this is more difficult of attainment. To my mind, the ideal condition might be approached could we afford a double staff of teachers—one staff for work in school, and another staff to be with the pupils in all their out-of-school activities, the aim of both being to encourage and improve the use of language by the pupils.

One teacher in charge of a lot of boys, especially if that teacher has already given of his best in school, cannot be expected to do all in this way that is desirable, though an earnest, conscientious teacher may still do a good deal—at least, among the senior pupils. If only he would remember to give all his orders in language instead of following the line of least resistance and using that fatally easy means of communication, signing, how much might be accomplished. He may plead that he is in a hurry to get the order carried out, and that lip-reading is so uncertain, while repetition takes up so much time, and there is no convenient blackboard where he could write it down. Though I may be accused of heresy, I would say, "Why not use finger-spelling?" which is, after all, only another means of writing, and a means, too, which is *exact*. I am not advocating the use of finger-spelling in oral classes in school, though I consider that even there it would be preferable to "Manuemo," another system of hand signs for which so much was at one time claimed as an aid to lip-reading.

It has been said that permitting finger-spelling is fatal to good lip-reading. To me this statement has yet to be proved, for I have found as good lip-reading in schools where finger-spelling is permitted out of school as in others where it is suppressed. It is admitted that pupils who have the best knowledge of language, however acquired, invariably make the best lip-readers, and I say that if you can get your pupils to use finger-spelling instead of signs out of school, you are taking means to improve their knowledge of language, and it is reasonable to infer that this should improve their ability to follow the context in lip-reading. If

finger-spelling be ruled out of court, what remains when out of school lip-reading breaks down? Nothing but signs, and signs, however useful for the communication of ideas, are useless, and worse than useless, for improving the pupils in language.

Yes, we as teachers should, in school and out, be as sleuth-hounds in pursuit of language, refusing to accept a sign or a single spoken word in place of a sentence, when the pupils might reasonably be supposed able to give the suitable language. For instance, a boy returns to the playground from outside. "Where have you been?" says the teacher. "Post," replies the boy, and off he goes, when he might easily have said, or have been taught to say, "I have been to the pillar-box to post a letter for —."

The environment of language for our deaf pupils is to its full extent unattainable, and for this reason the handicap of deafness will always remain, but if we can cultivate in our pupils the ability to read books and a love for reading, we shall in this way bring them into contact with people who *will* use language with them, and in this way they may imbibe

new forms of language which they may use as their own in course of time.

How pleasant it is when we find our pupils striking out and using language we have never taught them, but which they have acquired by their own efforts in reading. Though they may startle us sometimes by what they bring forth, we must not suspect the boy of levity who writes: "When Jesus came down from the Mount of Transfiguration, He told His disciples *not to let the cat out of the bag*" (to tell no man what they had seen and heard), and when we find a little girl taking liberties with the English language and writing: "We went out for a walk yesterday. It was very windy, and I was *to-ing* and *fro-ing* with the wind" (blown hither and thither), we must not be distressed, but take comfort from the thought that they are on the right road, and that though they may make mistakes, as we all have done in our day, they may one day come to such a knowledge and use of language as will carry them creditably through the world, enabling the workman correctly to interpret his orders, and, while greatly increasing the efficiency of our deaf pupils, will add largely to their happiness in life.

## KEEP THE NOSE CLEAN AND FREE FROM OBSTRUCTIONS. PART II

By FRED DE LAND

IN THE previous section of this contribution to the literature on the subject of the causes and prevention of diseases that precede deafness, the writer endeavored to outline some of the important duties assigned to the nose, and to show how efficiently these duties are discharged when the nose is kept clean and free from obstructions. In this section it is proposed to outline the part the naso-pharynx, the tonsils, the adenoid tissues, and other associated parts play in health and in disease; to outline the close interrelation of ear and nose and naso-pharynx and the ring of tonsils and adenoids, and how dependent the ear is on these parts to ward off disease that may cause loss of hearing. In a succeeding section, the

writer hopes to tell about the care that should be given to the ear, to show how easily its power of functioning properly may be disturbed, with consequent loss of hearing.

As stated in the previous section, what is here presented is merely a condensation, or rearrangement in a new dress, of what may be found in many books and pamphlets. Many of the anatomical parts of nose and ear and naso-pharynx will not be referred to, because it is not necessary, and to do so would require more space than will be allowed for the article. The writer feels that this subject of the prevention of deafness is one that cannot be presented too often. Any presentation of the subject, whether in

the form of a story, an essay, or a medical contribution that may serve to encourage a desire to conserve hearing and to prevent the diseases that often result in loss of hearing, merits not only careful reading, but a second and a third reading, that its helpful suggestions may be firmly fixed in the mind; for hearing is more precious than sight. Let it also be borne in mind that these articles are not written for the profession, but for the mother willing to accept helpful suggestions.

Back of the nose is the naso-pharynx, that forms the upper part of the pharynx, which forms a part of the digestive tube. The pharynx is really one organ, though its different sections are sometimes called the nose part, the mouth part, and the throat part. The nose part, or naso-pharynx, is the part we are now most interested in. The naso-pharynx is small, only about four inches in length, and may be described as a mass of mucous membrane inclosed in a coat of muscle. Under healthy conditions, it plays an important part in the event of infectious diseases being prevalent; for into it open the two nasal passageways, the auditory tube, or passageway leading to the ear, as well as an oral opening, or passage leading from the mouth. Thus it may prove to be a central arresting point, or even a distributing center for infectious diseases, should disease germs overcome the outer sentinels and invade the naso-pharynx; for it is an easy matter for the germs to find their way to the naso-pharynx through either the mouth or the nose, and if they find lodgment there, they can easily reach the ear or the other parts of the body. That is why so many of the diseases or causes of interference with the proper working of the middle ear are easily traced back to an inflamed or unhealthy condition of the naso-pharynx or to obstructions in the nasal passageways.

In the top of the naso-pharynx is the laryngeal tonsil, or lump of lymphoid tissue. There are other tonsils better known. There is a tonsil, or pair of bumps of tissue back of the base of the tongue, called the lingual tonsils, and there is a pair of tonsils, or almond-shaped lumps of lymphoid tissue, that

underlie the mucous membrane on each side of the palate. These are *the* tonsils and are called the palatine or the faucial tonsils.

In a normal healthy person tonsils were evidently designed by Nature to serve as outposts or outer sentinels to ward off the enemy and to signal that an invading force is preparing to attack. The adenoid tissues were also designed to serve the same purpose; and, evidently with that idea in view, Nature placed a ring, composed of tonsils and adenoid tissues, around the entrances to the naso-pharynx, the lungs, and the stomach. But if the health of the child is not maintained, if its system is "run down"—that is, if before the infectious germs make their attack, the child has been allowed to pass from a condition of good health into a condition of general unhealth—then these sentinels often become the first parts of the body to lose the strength to properly discharge their duties and drive back the invading germs. In that case they may become a menace rather than a protection; for they make desirable breeding beds for any kind of germs, and if only one destructive germ can find lodgment in an adenoid or a tonsil, twenty-four hours later there may be a million or more, prepared to carry on a destructive warfare.

A few words about disease germs. There are good germs and bad germs. The germs of infectious diseases are of the bad kind, that bring death to many children. Germs are so small that were thousands on one's hand their movements could not be observed without the aid of a microscope. Germs are prolific breeders, reproducing by division so rapidly that millions of new germs are ready to make warfare on the human system each twenty-four hours after the first germ finds a warm, moist bed or lodging place, like a tonsil or an adenoid.

Disease germs do not fly or leap from one person to another, as does a fly or a flea. Germs are usually transferred from the sick to the healthy, or from a seemingly healthy carrier, in the fine, almost invisible spray that is often thrown off by the mouth when talking, or germs may be transferred in the fine spray that issues from the nose when sneezing. If



finger-spelling be ruled out of court, what remains when out of school lip-reading breaks down? Nothing but signs, and signs, however useful for the communication of ideas, are useless, and worse than useless, for improving the pupils in language.

Yes, we as teachers should, in school and out, be as sleuth-hounds in pursuit of language, refusing to accept a sign or a single spoken word in place of a sentence, when the pupils might reasonably be supposed able to give the suitable language. For instance, a boy returns to the playground from outside. "Where have you been?" says the teacher. "Post," replies the boy, and off he goes, when he might easily have said, or have been taught to say, "I have been to the pillar-box to post a letter for —."

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these germs that are in the droplets of spray lodge on the hands or on the face or neck, a few may die from exposure, but one or more may have sufficient vitality to reach the nose or mouth and there find an entrance leading to the soft, warm, and moist breeding grounds of the tonsil or adenoids. There they will multiply with inconceivable rapidity. That is why it is always wise to wash hands and face and neck as quickly as possible after conversing with a person who has or who has had a cold, or after a trip in the street-cars. Some trouble? Sure. But not half the trouble one bad germ can cause.

Another way in which disease germs may be transferred from the sick child to the well child is in the exchange of "bites"—that pernicious practise so pleasant to children during the noon recess. One child takes a "bite" from the apple of another child, and in exchange the latter takes a "bite" from a piece of cake or some other article of food the former has to offer. It is also possible for flies to carry disease germs from an infected discharge and deposit the germs on articles of food, provided the opportunity is afforded for the flies to do a transfer business. No opportunity, no transfer.

If a single germ finds lodgment in any part of the throat, the nose, or the mouth, inflammation will follow as soon as its destructive work commences, and then a danger signal is flashed by tonsil or adenoid. The moment a child complains of a "soreness" in the throat, or if the child makes no complaint, but appears to have difficulty in swallowing, or if the child has a dry, distressing cough, *then* is the right moment to send the child to bed, to isolate it from the other children, and to send for a physician. "Soreness" of the throat and a distressing cough are nature's S. O. S. signals. For a mother to wait twenty-four hours to note whether the child improves or grows restless, feverish, and refuses food is not only to gamble with death, but to copper the bet. Yes, it costs money to have the doctor call. But the bill for a score of calls by the physician will not amount to nearly so large a sum as the bill the undertaker will present for the two or

three calls he will make; and to wait until the disease is well developed before calling the physician, in order to be sure that the doctor's visit is necessary, may result in having to pay the physician as well as the undertaker. Far better to call the physician at the first sign of danger, and thus make sure of having only one bill to pay.

Adenoids are an enlargement of the adenoid or glandular tissue that is found in abundance near the naso-pharynx. The predisposing cause of enlargement of the adenoid tissue is believed to be an irritation started by the germs of an infectious disease. Swollen adenoids have always been a source of sorrow, if not of serious illness, to many a child. Not only do the presence of swollen adenoids stamp the child as a mouth-breather, but occasionally they are the prime cause of facial disfigurement, more especially of the jaws and teeth. And during the night an adenoid child may unconsciously swallow the acrid mucous secreted by the swollen adenoid, and later suffer from stomach trouble.

Years ago it was a custom to wrongly apply the terms "dunce" and "stupid" to adenoid children. The "dunce-cap" was a mild, but humiliating, form of punishment for failure to keep up with the class. A severer punishment was the thrashing occasionally inflicted on the "adenoid child"—a chastisement that ought to have been administered to the parents for not having the child's throat and nasal passages examined by a competent physician and properly treated. To let a child continue to suffer from adenoids without having the child's throat examined by a regular physician is one way to stunt the mental and physical growth of the child, to change the facial expression from bright to dull, and to run the risk of causing a temporary, if not a permanent, loss of hearing.

#### THE SAN FRANCISCO LEAGUE

"The Christmas sale of the San Francisco League for the Hard of Hearing was the greatest possible success," writes Mrs. Trask, the League's president. Everything was sold and various orders were filled; over \$250 was cleared. A number of new members were added to the League, and the "nest egg for a club-house" was enlarged.

## I WONDER?

By MARGARET L. STONE

"I WONDER if we shall ever hear, independent of our ears," exclaimed Granny Prudence, as she closed the book she had been deeply absorbed in reading and placed it on the table.

"Impossible!" shouted her companion, who had come to sit a while with the mature lady.

"Don't shout, Sallie; it's not necessary; but I do wonder if the hard of hearing shall some time hear and not through their ears."

Sallie did not reply in words, only in expression of features. Granny continued:

"Many strange discoveries are in use now which were considered improbable when you were born, Sallie."

Sallie's knitting-needles clicked ominously. Granny did not hear them, but she saw a flash in Sallie's eyes and thought to herself, "She thinks I'm growing childish." Silence for a while; then, as the old lady was looking at Sallie, the young woman asked:

"Why are you dreaming dreams? You understand speech with your eyes in a most wonderful way."

"I'm thinking of the little children who must learn to articulate or be mutes, and in reading E. Alexander Powell's book, 'The Ears of the Army,' he tells in it that it was discovered, I suppose in a great extremity of the war, that a tree could be used for a radio station in sending wireless messages. Perhaps the time will come when we can use our bodies, independent of our ears, in receiving sound."

"Visionary nonsense; like the flying-horse of the ancient mythology," exclaimed Sallie.

"Now we have them," said Granny.

At that moment Sallie's quick ear caught a sound. She dropped her knitting, her yarn trailing along with her, ran out, returned soon, winding up the knitting ball, saying, "An aeroplane just flew over."

"Pegasus, the flying-horse of the ancients," exulted Granny.

Sallie giggled. Her companion picked up THE VOLTA REVIEW, which was be-

side her, held it lovingly in her hands, and said:

"I've read in this number of schools where they teach the deaf children speech; they try to pierce the silence by the aid of an acousticon, and after successive trials succeeded in a small way."

"Acousticon!" exclaimed Sallie. "What is that?"

"It's an electrical instrument that is really a great help if one has any hearing power at all."

"Huh!" she said: "I thought it was a ouija-board"; then to herself said, under her breath, "She will not catch on to my irreverence."

"Sallie!" exclaimed Granny Prudence severely, "there is no spirit medium or fake about an acousticon. It helps just as it claims, it's electrical, and along that line, if any, we will communicate with those in heaven. I believe there are undiscovered channels in our bodies that can carry sound."

Sallie laughed, but it was the laughter that is akin to tears. She dropped her knitting, reached for her companion's hand, and, with a touch that was a caress, held it in hers. It was soft, and warm, and fluttery like a bird, and she said, "If all could read lips as you can, there would be no need of further discoveries."

"I never hear of children being taught speech by hearing through their teeth, but I know there is a channel way"—

Sallie interrupted her, saying:

"Granny Prudence, you have made me see Pegasus flying, but do not unfold another wonder today."

"Listen," said Granny. "In the eighties, Rhodes put an audiphone on the market; that was a rubber fan. He claimed that the outer edge, resting against the upper teeth, curved upward, would carry sound."

"I was away down in the Valley of Humiliation, because I was growing hard of hearing. George, my dear husband, ordered one on trial for me. Together we tested it, as solemnly as if taking vows of consecration. It seemed to be

entirely useless, and I decided that it should be returned, but it wasn't.

"Frequently I would place it against my teeth with no result; then, later, I noticed a vibration, and gradually it carried sound and voices distinctly. The atmosphere made the rubber brittle and it was soon broken. I bought another, but it was soon in fragments like the first.

"One day, longing inexpressibly to hear, I picked up a Japanese fan that was lying on the mantel by the clock; it was a flat one, with wooden ribs extending from handle to outer edge, and held it curved against my upper teeth. In a few seconds the pendulum, that had been swinging silently to me, began its tick-tock, the fan carrying the sound distinctly to my ears.

"From that time on, until something happened, a fan and I were close companions. One rested on a mantel near the outside door; one in a pew at church, where I heard once more the sermon, and another I carried when shopping or visiting. Few noticed the light touch of the fan against my teeth when talking to me, and voices came distinctly, without the ring that some instruments at first have.

"At Lake Chautauqua, at the summer schools, I again heard clear, sweet music, feasted on lectures, laughed when Thomas Nelson Page read there from his own writings; even general conversation was not cut out, but in a measure I entered into it with old-time enjoyment. I used a piece of oilcloth or heavy silk to protect the edge of the fan from moisture."

"What happened?" asked Sallie, now interested.

"Dining at our minister's, I ate California cherries in Pennsylvania. When I left the table my tongue was feeling for something gone, and I found one of my eye teeth broken off and resting among my dish of cherry pits. After that all my Japanese fans were laid away, like departed friends."

"Do not others use fans as you have?" asked Sallie.

"I've only known of one other, and she used just a piece of stiff pasteboard pressed curved against her teeth and heard."

"How can a fan help one to hear?" asked Sallie, looking incredulous.

"It carries sound to the brain through the teeth. Beethoven, many years ago, used a sounding-rod, one end touching his teeth, the other resting on a musical instrument. Put your watch against your teeth; you can hear it ticking.

"With my hand on the edge of the pew, I can feel the music of the organ; or my head against the back of the chair I'm sitting in, I am aware of passing sounds.

"The automobiles passing on the boulevard several blocks away come to me distinctly, often knowing the time of night, or that the early morning has come, by their sound, and I do not hear them with my ears."

The clock struck and Sallie gathered up her knitting, while Granny Prudence picked up the book, "Ears of the Army." "I'm interested in this," she said, "because I used to know E. Alexander Powell when he was a boy, and, besides, I've gleaned a hope that our bodies may prove to be radio stations to carry sound to our brains, independent of their original station."

"Oh, I hope it may be true! Wonders seem to increase, and you, my dear, are a wonder to me," said Sallie.

"Good-bye."

#### THE TOILET OF THE NOSE

Blowing the nose is not always successful in clearing away the whole of the dust and dirt that has become adherent to the mucous membrane; washing it internally with tepid water certainly insures this and is not a difficult or unpleasant thing. In addition to the mechanical flushing effect of washing, a stimulant of the natural secretion of the nose is caused by the water, the two things together resulting in a thorough cleansing of the passages and of those important sinuses opening into them. The benefits of a hearty sneeze are well known and are readily explicable by those who understand the anatomy of the nose. Any one who cares to try will find similar and probably greater benefits from washing the nose internally. If children were encouraged to practise it, once daily at least, they would benefit by it in a good many ways.—*Nebraska Medical Journal*.

#### CLINIC FOR STUTTERERS

The clinic for stutterers has been opened at the school for crippled children, adjoining the City Hospital, Jersey City, every Monday and Thursday evenings, at 7.30, under the direction of Dr. Hannah M. Creasey. This initiates the fifth year of activity of the clinic.—*Medical News*.

## A FOREWORD TO THE WOULD-BE LIP-READER \*

By VIRGINIA SINCLAIR

**B**ECAUSE I am constantly encountering more or less vagueness and misapprehension in the minds of people to whom I have presented the matter of lip-reading, it seems that a statement regarding what I shall call "The Needed Equipment of the Would-Be Lip-Reader" might be timely. This vagueness in the minds of those becoming interested in lip-reading as to just what the acquirement of this linguistic ability entails is perhaps not surprising, in view of the fact that it has been within only very recent years that this boon to the adult hard of hearing has been given even a fairly wide and general publicity. Much thus far has been written about lip-reading with the first emphasis upon what it *is* and *can do* toward relieving the loss and inconvenience arising from defective hearing. I desire here to approach the subject from the negative side, in an effort to outline what speech-reading *is not*. These points have taken form in my mind, from out of my own experience, since I began the study of lip-reading, about six years ago, and the teaching of it, three years ago.

At the outset, *lip-reading is not easy*. It ranks with any foreign language study and with the other arts in this respect. There are not, of course, as in French or Spanish, vocabularies to memorize and syntax to master. Speech-reading is rather "a skill to be acquired," the training for special use of latent powers of eyes and mind. This means unremitting practise, and the first requisite necessary for the would-be lip-reader to possess is *a determination to win*.

The first point suggests the second. *Lip-reading cannot be learned in a day*, nor in a year and a day, by most of us. To be sure, we begin to do it very soon after the first lessons, just as the student of French quickly learns to understand simple conversational phrases such as, "Good morning," "What time is it?" etc.

The acquirement in either of a good, practical skill comes gradually. It is said that to learn to speak French well requires three years; that to possess the technical skill to play the violin takes fifteen years. For those having a fair degree of natural lip-reading ability a period of five to seven years may be passed before the limit of their ability is reached, presupposing, as in French or music, faithful, constant practise. But why begrudge daily effort for a given period of years out of one's life, if in the end is gained an added power that will serve one to the end of life—all else being equal—making the way easier and happier for oneself and friends? Any faculty we have developed, any special skill acquired, any sure knowledge possessed—all take time and effort to win. *Patience* and *perseverance* should likewise characterize one setting out to learn the art of speech-reading.

*Lip-reading is not a perfect substitute for the sense of hearing*. There is no perfect substitute for this God-given power, but "listening with the eyes" is the best one. Therefore *cheerfully accept your limitations*. There are, after all, a good many compensations for one that fails to hear all that happens or is said around one. A serene indifference to annoying or alarming noise is one gain. Much of the so-called "small talk" is no loss. As one hard-of-hearing woman expressed it, "I cannot believe half I hear, as it is." After you have accepted your limitations in this matter of hearing, then count your blessings! There are so many, many things in life worse than dull ears. Put the emphasis, in your thought and plans, on what you have, not on what you have lost.

*Lip-reading does not improve hearing or cure deafness*. There seems to be in the minds of a few the impression that lip-reading in some mysterious way restores the sense of hearing. Almost invariably the speech-reader thinks he is hearing again, but a simple test, such as looking away from the speaker or trying

\* Reprinted, by request, from THE VOLTA REVIEW for April, 1917.

to understand conversation in the dark, proves that he is reading lips rather than actually hearing. Rejoice that it is possible, in a large measure, to supplement the dulled powers of one sense with the specially trained powers of another sense.

*The study of lip-reading does not indicate any mental deficiency.* Quite to the contrary! There is no disgrace attached to losing one's hearing. It can only prove a discredit when one permits this deficiency to defeat one. Strangely enough, very many are exceedingly sensitive if they find their sense of hearing is leaving them. They make every effort to conceal the fact, believing they are doing so, long after it is evident to almost every one with whom they converse. Discovery is inevitable. Therefore *throttle undue sensitiveness* and quietly explain, when necessary, that your ears are dull. The chances are, if you don't, that you, not your ears, will be set down as dull or stupid. As a rule, the admission of our handicap elicits sympathetic helpfulness from our associates, particularly when they know of our efforts to overcome it through lip-reading.

*The power to read lips is not gained through the work of a teacher alone for a pupil.* A teacher can greatly help a student, but cannot make a lip-reader out of him without his constant co-operation. Make up your mind to do your part. Let the acquirement of this power be a real part of your business in life, for

whatever length of time may be necessary.

*Lip-reading ability does not so quickly come to the inveterate talker.* Rather is it gained sooner by one that makes a practise of letting others do the talking, lending to all such the intelligent, sympathetic audience sought. The art of so listening is pathetically rare—the world is hungry for people possessing it! There will accrue a double gain to such a person—the best kind of lip-reading practise and the attractiveness and charm inherent in a good listener. This will mean, of course, keeping in touch with the times, with what people about you are doing, and with the best in current literature—an alluring prospect. *Learn to listen.* If not with your ears, then learn to do so with ears and eyes in co-operation.

In conclusion, my purpose in the foregoing article will be defeated if any would-be lip-reader should thereby be discouraged from undertaking the study. Such a result is far from my purpose, which has been rather so clearly to state what the work entails that the student may set out properly equipped in mind and spirit for the task. The fact that the student begins in some measure to read lips almost from the first, growing gradually in this power, and the big fact of the ever-increasing number of good speech-readers, should encourage any one needing the aid it gives *to set out promptly to acquire the art of lip-reading.*

## VOICE TRAINING IN INTERMEDIATE GRADES

By PATTIE THOMASON, M. A.

(The following paper on "Voice Training in Intermediate Grades" was prepared for and read before a teachers' meeting in the North Carolina School for the Deaf.)

THERE is very little difference in the kind of voice training in the primary and the intermediate departments. The work of voice building is pursued along practically the same lines as that in the upper primary grades. We do more vibration-work and rhythm-work, as an aid in developing better voices with the younger children, than we do on the intermediate grades. In this department

we begin to apply the sense of tone and rhythm to the speech. We expect to get more intelligible and more fluent speech in these grades, and therefore we lay a great deal of stress on vocal gymnastics to secure proper voice support and correct sound production.

Notwithstanding the painstaking teaching in the primary department, many pupils come to the intermediate depart-

ment without having all their sounds and with voices badly placed, and too much of the work in the intermediate grades is corrective. If every child left the primary department having an approximately natural voice and all his consonantal sounds, the work would be different; but we cannot expect to find this the case very often, where inexperienced teachers are placed in primary classes.

On entering the intermediate department a radical change is encountered. The child's mind is more developed and he is beginning to think for himself. He is acquiring a much larger vocabulary. He is having, at this age, new and broader experiences and he wants to say a great deal more than he does say or can say. The average child in the first grades of the intermediate department has what might be diagnosed as "a clear case of speech conflict." His mind works entirely too fast for his vocal apparatus. This is true with the normal child in the third and fourth grades in the public schools. Teachers of these grades will tell you how discouraged they become with results in reading—oral reading. They get the poorest reading along in these grades, because the child's attention has to be so concentrated upon the printed symbols and combinations (which are often too difficult) that he hasn't the full use of his powers. He doesn't get the entertainment from his reading which his mind craves; just mechanically works his way through his lessons. Deaf children in the intermediate grades do one of two things: they either become more careless in their speech or they become more silent and show a tendency not to say anything more than is absolutely necessary.

A large per cent of our voice troubles with the deaf children in these grades, as well as those encountered with children who possess their hearing, is due to muscular contraction. So our voice-work consists chiefly in giving exercises to help the child overcome these physical defects and in training his brain to work faster. We must make our voice-work realistic. The teacher must get into the spirit of the work or she will never get the spirit of it into the child. The work

must be given responsively. The secret of rhythm is quick response—literally, "waiting for the beat." Rhythm-work which gets a faster subconscious response to mental stimuli is good, and is a great aid in voice development, in so far as it "wakes the child up" and establishes better co-ordination. Rhythm-work which does not get response and gives the child the feeling that he can stop his voice and produce the sound at any time is a positive detriment to the speech.

Most of our children over-energize. They drive down too much energy into the larynx, and the vocal cords cannot vibrate to their fullest strength and resonance. This misapplication of energy, unnecessary physical exertion, is a great cause of the bad voices and unintelligible speech in our children. By giving more attention to physical training and physical rhythmic work in primary grades, these defects might be largely overcome when children reach the intermediate department.

Dr. George C. Williams, former president of the New York Speech Arts Association, has written a little book on "The Speaking Voice," and I have found the chapter on "Freedom and Action" especially helpful. He throws a good deal of light on the subject of muscular contraction. His book contains a number of Dr. Martin's exercises for overcoming muscular contraction and the consequent restricted tone.

Muscular contractions occur at the waist, in the throat, and in the jaw. About 90 per cent of our pupils have muscular restrictions in one of these places—sometimes in all three. Deaf children have a limited physical lung development. Feeble lung power means feeble voices. To overcome this defect, we give Dr. Martin's breathing exercises. Restrictions in the throat cause restrictions of tongue muscles, and this gives the "throaty voice." The throat is the passageway of the tone and it should be kept open and free. Exercises to relax the neck muscles will help to correct this defect. Restrictions at the jaw cause poor articulation. You have noticed, I am sure, how many of our children speak with a perfectly stiff jaw—often a projecting jaw. We must get our



pupils to open their mouths and let their voices out. We cannot get a good open-mouth delivery with a rigid jaw.

I am going to show you a few of Dr. Martin's exercises for freedom of respiratory muscles and for voice development—exercises which help to overcome muscular contractions. I shall demonstrate with a fourth-grade class—Miss Embry's class. I have used these exercises myself, in my own work, for several years, and I am having them used in a number of classes with good results. They have been adopted by speech teachers all over the country, teachers of the deaf, teachers of speech improvement, elocution teachers, and vocal teachers. They were also adopted by the army in its re-education work in speech.

Dr. Martin's exercises consist of breathing exercises, corrective exercises, tongue gymnastics, vocal gymnastics, and a set of carefully arranged syllables, words, and sentences for practise on different sounds. There are two Martin axioms which I want to leave with you, which, if you apply, you will get results: First, "Avoid all conscious control of breath in every kind of speech-work"; second, "Give all speech-work responsively."—*The Deaf Carolinian*.

#### EVENTUALLY, WHY NOT NOW?

It is usually estimated that one person in every 1,500 population is deaf, and that out of this number of deaf persons 33⅓ per cent are of school age. According to this manner of computing, there are in the State of Kansas between 375 and 400 deaf children of school age. This means that there are from 175 to 200 deaf children who are not receiving the benefits and the advantages of an education which is rightfully theirs. Should these conditions continue for a number of years, the State will eventually have a serious problem to face. The problem of the uneducated deaf child is more serious by far than that of the uneducated hearing person. What would become of the future status and of the government of a State if 45 per cent of its citizens were permitted to go through life without an education? Yet this is being done with our deaf children in most of our States. It must be remem-

bered that, although our deaf children make up a very small part of the population, nevertheless they are also citizens and are destined to assume duties of citizenship and their share in the building up of the State government. If statistics are correct, there are approximately 45 per cent of all deaf children in our State who are not receiving what they should, namely, the means for mental and moral growth, which in turn produces good, law-abiding, and self-supporting citizens.

Not very long ago a deaf girl of 18 years of age was admitted to our school. She was born deaf, but had gone through all those years without instruction of any kind. This is her first year in school. Naturally, her mind has never been developed and is in a dormant and stunted state. She has passed through the three psychic stages of mental development, and consequently there is very little hope for satisfactory mental accomplishment. Nevertheless, we shall do all within our power to aid her in her uphill struggle for knowledge and happiness. There are other such cases throughout the State—some worse and some that are almost as bad—but at present we have not been able to reach them. These conditions prevail in almost all States. Many of the States are providing means whereby all deaf children will be afforded the blessings and happiness of life that come from an education. And it is our earnest hope that the deaf children of our State will likewise be greatly benefited by the enforcement of the compulsory education law or by the enactment of certain new laws that will aid the authorities of the board of health and also the authorities of the school for the deaf at Olathe in locating all deaf children and thus make it possible for all to attend school.

In the meantime we hope that whenever the readers of this paper learn of the whereabouts of a deaf child who is not in school that they will report the case to the local authorities, asking them to report to the authorities at the school for the deaf at Olathe.—"S," in *"The Kansas Star."*

Desiring to enter another field, Superintendent J. Stuart Morrison, of the Mission School for the Deaf, has offered his resignation, to take effect in June.

### WHY THE EUROPEAN TOUR FOR THE HARD OF HEARING HAS BEEN POSTPONED

It is with great regret that we are forced to announce that our plan to take a party of hard-of-hearing people to Europe has had to be abandoned for this year.

Owing to the abnormal conditions which still prevail abroad, it has been utterly impossible to secure any satisfactory definite information on which to base plans for a tour this coming summer, except at a much higher rate than we feel would make such a tour popular. In fact, the only definite figures, with satisfactory itinerary and accommodations, we have been able to obtain exceed the original estimate between \$400 and \$500.

Even were a sufficient number willing to go at the advanced rate, we could not be at all certain that unforeseen difficulties would not confront us at every turn.

We have learned from various sources that conditions for traveling abroad are extremely bad at present, and a letter which Miss Morgenstern wrote to Mr. De Land, a copy of which he sent to us and which we quote below, corroborates these reports:

"... I want to take this opportunity, Mr. De Land, of writing to you about Miss Kinzie's travel and study plan for the coming summer. I do not know her personally, or I should write directly to her to warn her. She is taking too great a responsibility upon herself, I fear, as neither France nor England, nor any other European country for that matter, is ready as yet for travel in comfort, especially for the kind of trip with deaf persons she is contemplating. Aside from the many *unexpected* expenses and *unforeseen* charges, there is still much trouble with hotel accommodations everywhere. Moreover, the rules and regulations put up since the war by the various governments abroad in regard to registry and passport visas (it is nothing unusual to have to spend an entire day at the Foreigners Police, as I did myself in Rotterdam) and the cost of the visa, which of late has risen to the equivalent of \$10, on entering the country as well as leaving it, make European travel by no means unalloyed bliss. There were many "Letters to the Editor" in the Paris edition of the New York Herald to this effect by American tourists. Perhaps you might wish to advise the Misses Kinzie of this, even though the tour they are planning is a "conducted" affair. Next year conditions may have improved sufficiently abroad to make travel again enjoyable for the average tourist."

While this is a great disappointment to many and to us, it is our intention to proceed with the plan as soon as conditions justify our doing so. Let us consider it, then, a pleasure merely postponed, and whereas those who had planned to go this coming summer will not lose their opportunity, many others who did not feel able to join the party this season may be able to do so a year later.—*Rose Kinzie.*

### WHY LEAVE IT TO THE OUIJA BOARD?

FOREWORD.—The following wail was laid on the Editor's desk by the Volta Bureau's enterprising young mail clerk. Can you help him?

For the past month we have been receiving letters from subscribers who protest that THE VOLTA REVIEW has not been sent to them recently. Apparently they have great faith in the Ouija Board.

As for me, I have no confidence whatever in that mysterious piece of wood, when it comes to finding out where people have moved to.

Uncle Sam's postal service is not so bad as it is said to be, and sends us notifications of changes of address whenever it receives them. We change them when we are able to read them, and sometimes we can really transcribe the Nebuchadnezzarian alphabet in which they are usually written.

Most people who do not send in their changes of address resort to borrowing copies from their friends, and finally, when they get ashamed of borrowing, they write us somewhat on the following order:

"I have not received my copy of THE VOLTA REVIEW for the months of August, September, October, and November. Please look the matter up and oblige," etc.

And all the time the magazine has been going regularly to the only address we had!

We have about 200 copies left every month after each subscriber's copy is mailed. We sell these, or send them out as sample copies in the hope of getting new subscriptions. Therefore we do not have many back numbers, and those who fail to notify us as to changes of address until after several months have elapsed

are "out of luck" when they expect us to send them duplicates.

Send in your change of address as often as you wish, and let us know when you fail to receive your copy on time, and *don't forget to renew your subscription.*

### ADVERTISING STATE SCHOOLS

The head of a school for deaf children has been corresponding with us relative to the advisability of advertising the State school in *THE VOLTA REVIEW*. His reasons for giving wider publicity to the advantages his school offers are excellent, although his school is now full of pupils and there is a long waiting list. Why advertise for pupils, if there is no room for more pupils? He desires to advertise in order to educate certain of the influential citizens of the State who do not or will not read the school paper, but do or may read *THE VOLTA REVIEW*. He wants the taxpayers to understand that their school is not an 1867 model, but is up-to-date in every particular; that his teachers of speech are thoroughly trained, and that there is no need of parents moving out of the State in order to have their deaf children properly educated. In other words, parents will find in that school all that is worth while in methods and equipment.

He also desires to stress the fact that present facilities are limited, that there is a long waiting list, and that the taxpayers should realize the economic importance of *at once* appropriating funds to erect and equip one or more additional buildings. Naturally, we agreed with this superintendent that *THE VOLTA REVIEW* was the one periodical that would best fill his needs. Did we urge him to take large space—a half page or a full page? We did not. We advised taking one-sixteenth of a page, and for only six months, and filling the space with a brief announcement reading about as follows:

**The Blank State School for the Deaf,**

**Blanktown, Oceanica**

A free State school, up-to-date in method and equipment. As the facilities are limited and there is a long waiting list, have the name of your deaf child entered on that waiting list as soon as possible.

We informed this superintendent that such an announcement could appear in six numbers of *THE VOLTA REVIEW* at a cost of only \$3.50, a charge of only 59 cents an insertion.

The idea is a good one for the heads of all schools to consider. Even in States where there is no waiting list, it might be well to anticipate future needs and educate the taxpayers to perceive that the results obtained show that the appropriations periodically granted by the legislature are being wisely expended, and that it is economic wisdom to provide the facilities that will enable every deaf child in the State to secure instruction in the State residential school.

Laying aside the question of justice to the child, is it economically thrifty for any State to withhold the necessary facilities for properly instructing every deaf child within its confines? Is it not a blot on the intelligence of the taxpayers of a Commonwealth to have a long list of deaf children waiting year after year for increased facilities that they may receive the education to which every child is justly entitled? To withhold the necessary appropriations for additional buildings is to do more than merely rob a deaf child of the opportunity of assimilating knowledge during its plastic period. Lack of proper training during the impressionable years of childhood will cause that child, in later years, to be a less valuable unit in the Commonwealth than it might have been. Did it ever pay any Commonwealth to rob a child, more especially a handicapped child?

### A HOUSE FOR THE BOSTON GUILD

The Speech-Readers' Guild of Boston has moved into a spacious new home, 339 Commonwealth Avenue, where it will welcome all of its friends. *THE VOLTA REVIEW* hopes soon to publish an account of the new residence.

### SPEECH-WORK IN LARAMIE

From the *Wyoming Educational Bulletin* we learn that correction of speech defects is receiving special attention in the public schools of Laramie. About twenty children are now receiving training, and a survey is soon to be made to determine the number and exact nature of each kind of speech defect, so that the work of correction may be as far-reaching as possible.



JOHN DUTTON WRIGHT AND JOHN SUAREZ WRIGHT

## A FAMILY OF LIFE MEMBERS

Mr. and Mrs. John Dutton Wright were so well pleased with the good work the Volta Bureau is carrying on that they not only became life members of the Association, but sent a check for \$50 and asked to have their son, John Suarez Wright, enrolled as a life member. Just as we were sending the magazine to press another check for \$50 came, with the request that Anna Dutton Wright be enrolled as a life member, which was done. Thus Anna is the youngest life member on the list, as she was only four years old December 26, 1920.

LIST OF LIFE MEMBERS OF THE  
AMERICAN ASSOCIATION

Dr. Alexander Graham Bell  
Miss Mary Coles  
Mr. Thomas Nelson Page  
Dr. Caroline A. Yale  
Miss Sarah Fuller



ANNA DUTTON WRIGHT

Aged 4 years, the Association's youngest life member.

Dr. A. L. E. Crouter  
Mr. Frank W. Booth  
Mr. Elbert A. Gruver  
Mrs. Alexander Graham Bell  
Miss Emma Snow  
Mrs. Edmund Lyon  
Mrs. A. M. (Harriet) Bell  
Dr. A. M. Campbell  
Miss Mary McCowen  
Mr. Barbour Lathrop  
Mr. James Otis Chance  
Mrs. Eckley B. Cox  
Mrs. W. L. Harkness  
Captain George Oden, U. S. Army  
Mrs. Fred Hollister Fay  
Mrs. Cleveland H. Dodge  
Mr. J. H. Wade  
Mr. Henry D. Woods  
Mr. Frank D. Waterman  
Mr. Chas. Willis Ward  
Mr. Ion Perdicaris (England)  
Mr. Hugh H. Cooper  
Mr. Harry E. Wood  
Mr. William M. Bergins (Scotland)  
Mr. W. D. Thornton  
Miss Louise I. Morgenstern  
Mr. John Dutton Wright  
Miss Grace K. Wadleigh (Canada)

Miss Bessie L. Whitaker  
 Mrs. C. H. E. Succop  
 Miss Jane B. Walker  
 Mrs. N. L. Dauby  
 Mrs. John D. Wright  
 Mr. Henry Stowe Lovejoy, Jr.  
 Mr. M. L. Rosenberg  
 Miss Laura A. Davies  
 Mrs. A. J. Johnson  
 Mrs. Oswald Brown  
 Mrs. Lucelia Miller Moore  
 Miss Ida P. Lindquist  
 Mr. Fred De Land  
 Miss Chonita Borel  
 Mrs. N. Todd Porter, Jr.  
 Miss Ida B. Carleton  
 Miss Josephine Avondino  
 Mr. Thomas A. Edison  
 Mrs. T. Quincy Browne, Jr.  
 Mrs. Henry Lang  
 Mr. Nathan Todd Porter, Jr.  
 Speech-Readers' Guild of Boston  
 Miss Gertrude Van Adestine  
 Miss Elizabeth Brand  
 Mr. John Knickerbacker  
 Miss Mildred Kennedy  
 Mrs. William Pierson Hamilton  
 Mrs. Andrew Morrison  
 Mrs. W. J. Curtis, Jr.  
 Mrs. Hiland Porter  
 Miss Francine Garrett  
 Miss Mary Dugane  
 John Suarez Wright  
 Mrs. Thomas A. Knickerbacker  
 Mr. F. J. Platt  
 Mr. S. W. Childs  
 Mr. Edgar Lowe  
 Mrs. Henry C. Meyer, Jr.  
 Mrs. Nathan T. Porter  
 Mr. William J. Curtis  
 Mrs. Frank Platt  
 Miss Kittv Hill  
 Mrs. J. Fenimore Cooper  
 Mrs. Charles E. Van Vleck  
 Mr. D. S. Wallbridge  
 San Francisco League for the Hard of  
 Hearing  
 Miss Julia R. Bateman  
 Dr. Robert Lewis  
 Mr. George J. Geer  
 Miss Agnes Stowell  
 Mrs. Augustus Barret  
 Mrs. H. L. Daddow  
 Mrs. S. P. Hagar  
 Dr. William F. Keith  
 Mrs. Mahala B. Keith  
 Anna Dutton Wright

#### INGRATITUDE

There are those who cannot see  
 Who are glad that they can hear.  
 There are those who cannot hear  
 Who are glad that they can see.  
 There are those who can neither see nor hear  
 Who are glad that they can feel.  
 And there are those who can both see and  
 hear, and also feel,  
 Who know not the meaning of gratitude!

—Myrtle Long Henderson.

#### A PUBLIC PROTEST

Editor THE VOLTA REVIEW,  
 Washington, D. C.

MY DEAR SIR: In the last issue of THE VOLTA REVIEW (January, 1921) there appear two full-page announcements in the advertising columns which, in the opinion of some of your readers and supporters, embodies a distinctly inconsistent and antagonistic policy.

If we are correctly informed, THE VOLTA REVIEW is devoted exclusively to the interests of speech-reading, speech, and hearing, and is published by the Volta Bureau, an institution inseparably linked with the achievements of Alexander Melville Bell and Alexander Graham Bell in the interests of teaching speech to the deaf, and, furthermore, named as the official organ of the American Association to Promote the Teaching of Speech to the Deaf.

THE VOLTA REVIEW has been recognized as the exponent and advocate of Pure Oralism and as a medium of expression of all oralists. What comment or criticism, then, should be made of the editorial policy that permits the publication of full-page advertisements of *The Silent World* and *The Silent Worker*—a policy emphatically unfair to the cause to which THE VOLTA REVIEW has been pledged?

If oralist readers of THE VOLTA REVIEW were faced only by a dignified announcement of *The Silent World*, it might not arouse much protest, but when these announcements flagrantly flaunts a propaganda for the "combined system," it should stir the heart and mind of every oralist to action. Here is the quotation to which I refer:

"VOLTA REVIEW readers will find this magazine a real need and enable them to comprehend better the value of 'Combined System' as against that of 'Pure Oralism.' It is strong for speech-teaching in class-rooms, but it is emphatic in its opposition to the exclusion of sign language. The reasons for this will be printed in succeeding issues. Overwhelming facts show why 'Combined System' is the best method of educating the deaf children."

In this protest we are not concerned about *The Silent World*, its staff and its contents. They have declared their policy and their allegiance to the "Combined System." Our minds and energies are pledged exclusively to "Oralism," and I take it that this is the object of the American Association to Promote the Teaching of Speech to the Deaf and the object of THE VOLTA REVIEW.

Let us face the issue squarely. Is THE VOLTA REVIEW the champion of Oralism or is it "carrying water on both shoulders"? What is the object of accepting such advertising matter in the oralists' organ?

Do we owe *The Silent Worker* such a courtesy?—a magazine that has had the presumption on various occasions to maliciously misrepresent sincere and earnest oral workers?

Oralism has had an uphill fight for recognition in America: its opponents have greatly handicapped the labors of oral teachers in "Combined" schools; they have brought every pressure to bear in their attempts to minimize

the importance, the economic value, and the dignity of Pure Oralism. Shall we permit them to further handicap us, malign us, and misrepresent us, by offering the pages of THE VOLTA REVIEW for their propaganda?

MAX A. GOLDSTEIN.

ST. LOUIS, Jan. 8, 1921.

#### REPLY TO "A PUBLIC PROTEST"

DR. MAX A. GOLDSTEIN,  
St. Louis, Mo.

MY DEAR DR. GOLDSTEIN: Practically all of the readers of *The Silent Worker* and *The Silent World* belong to a class of people who are, or should be, interested in the education of deaf children. Many of them know little about the work of the American Association. It seems to us highly desirable that they should know more. Consequently we desired to advertise in these publications, but were unable to supply the necessary funds for payment in cash. Instead, we gave space in the advertising columns of THE VOLTA REVIEW in exchange for space in these periodicals, and thus were able to reach a class of readers whom we might not have reached otherwise. Many of them were doubtless started to thinking by the statements appearing in our advertisements.

May we call to your attention the fact that the American Association to Promote the Teaching of Speech to the Deaf is not, and never has been, a "Pure Oral" organization? While many of its members have stood for the oral method exclusively as the best means of educating all the deaf, many others, equally conscientiously, have not. Dr. Bell, its founder, has never proclaimed himself a "Pure Oralist." His desire has been to have the best possible speech taught, under the most favorable circumstances; and though he has, perhaps, believed that time would show that practically every deaf child, mentally normal, was capable of receiving a good education under such circumstances, still he has never desired to prevent those who did not agree with him from having every opportunity for expressing their views.

Sincerely yours,  
JOSEPHINE B. TIMBERLAKE,  
Editor.

#### NOTES FROM THE CHICAGO LEAGUE

Under the auspices of the Educational Committee, a lip-reading demonstration was held at the recent Health and Sanitation Exposition at the Coliseum. One hundred twenty-five persons registered at the booth to have literature on the subject of lip-reading sent to them. Several hundred inquiries were made by persons wishing information on the subject for relatives or friends. A host of others stopped before the booth to read the placards on lip-reading and watch the demonstration, thereby getting an impression of lip-reading as an aid to the deafened that they will carry in their minds wherever they go.

The *Bulletin Board* is presenting a series of studies of occupations that offer opportunities to the hard of hearing and are being successfully followed.

In presenting these studies it is not intended to convey the idea that *any* hard-of-hearing person might qualify in *any* of the occupations outlined because another hard-of-hearing person has. Degree of deafness, type of deafness, lip-reading ability, previous experience, etc., are determining factors to be considered by the vocational guide or by the person making his own selection.

#### COMPTOMETER OPERATOR

*Description.*—Comptometer operators do all the figure-work in bookkeeping, auditing, billing, inventory, etc.—add, subtract, multiply, and divide on the machine with speed and accuracy.

*Qualifications.*—Girls and young women with an aptitude for figures and a disposition toward office-work. A knowledge of touch type-writing or accountancy contributes to greater skill, speed, and efficiency.

*Schooling.*—A grammar-school education essential. More education, high school or commercial, makes for better business grasp and promotion. Comptometer schools of instruction are established in 73 cities in the United States. The course takes from four to six weeks.

*Remuneration and Demand.*—Comptometer salaries range from \$18 to \$22 per week for beginners, according to character of work, efficiency of operator, etc. Information from many sources indicates that the demand for operators is large and increasing.

(Information for the above study was obtained from the Comptometer School Bulletin, technical school, trades, investigation, and personal report.)

#### THE SPEECH-READING CLUB OF PHILADELPHIA

The first report of the Speech-Reading Club of Philadelphia is an inspiring volume. Two years ago, with a mere handful of members, the club started the plan for the first clubhouse in the world for the hard of hearing. Now, with its house thoroughly equipped and smoothly running, it has a membership of 550 and thirteen active departments in systematic operation.

We quote from the report:

"The opportunities of this club to be of service are *unlimited*, and what a beautiful form of service it is: That of inspiring with new courage those whose lives have been shadowed by deafness, and helping to bring them back into the sunshine. This is the kind of service which strengthens one's own character and thereby increases one's power to serve.

"There is work here for us all to do. Each and every one can find some other life to brighten, some activity to turn to, some happy service to perform, and in so doing find for

himself the truest and most lasting happiness in life—that which comes through service for others."

#### COMMENCEMENT EXERCISES AT THE LOS ANGELES SCHOOL

Two recent graduates at the Los Angeles School of Lip-Reading were Miss Daisy M. Way and Miss Inez Johnson. Miss Way is an old member of THE VOLTA REVIEW "family" and one of Dr. Alexander Graham Bell's pupils—a remarkable lip-reader and a fine-spirited woman in every way. She was wintering near Los Angeles, and thought it a good chance to take the normal course. Miss Johnson is a young lady from the Lone Star State, and was married one week after she finished her examinations.

The commencement exercises were held at the school, and the two candidates taught each other before an interested audience. Representatives from other schools, even as far away as New York, were present. At the close of the teaching by the normal graduates, the different teachers and the president of the League gave them both the right hand of fellowship and some cheering, helpful words. They received their diplomas, tied with nobby ribbon, from the principal, and flowers from the young men of the school.—*Lucy Ella Case, Principal.*

#### ODE TO THE LOS ANGELES SCHOOLS OF LIP-READING

DEDICATED TO MISS LUCY ELLA CASE, PRINCIPAL

Our teacher, here's to thee,  
Here's to the smile so free,  
Thy pupils love.  
We love thy gracious ways,  
And thy most generous praise  
Brightens the weary days  
As light from above.

Our wise preceptress, thee,  
Training the eyes to see  
And fill the lack.  
Helping the skies to clear  
When all seems dark and drear,  
Aiding the eyes to hear,  
Bringing hope back.

All that the "Subtile Art"  
So helpfully imparts,  
To us you've taught.  
Lessons you've given with care,  
Class-work and lectures rare,  
Sending us forth to fare  
With courage unthought.

We of the listening eyes,  
Grateful for counsel wise,  
Thus sing thy praise.  
Long live the Nitchie rules!  
Long live Miss Case's schools!  
And may we worthy prove  
Through all our days.

—D. M. Way.

#### LET ACTIONS SPEAK

"Oh, dear!" I said, "I am so deaf;  
I cannot hear you in the dark."  
"Oh, dear!" she said, "let actions speak  
When we are in the dark."

With arms around her slender waist,  
Her lips pressed fervently to mine,  
"More actions, dear," she cried; then sighed,  
"Oh, isn't action speech sublime!"

—W. F. O.

#### NEW ENGLAND SCHOOL MOVES

The New England School of Speech-Reading moved, on January 1, to 4 Jefferson Hall, Trinity Court, 175 Dartmouth Street, Boston. The rapid growth of the school necessitated larger quarters, and it was glad to secure one of the apartments vacated by the Speech-Readers' Guild.

#### A NEW LEAGUE

A League for the Hard of Hearing has recently been organized in Kansas City, Missouri. Mrs. W. P. Johnson is its President and Mrs. Verna O. Randal its Secretary. Mrs. Randal will be glad to answer inquiries from any interested persons.

#### THE NEW YORK LEAGUE

The Globe Manufacturing Company, of Reading, Mass., has very recently installed one of its auditorium or lecture phones in the assembly room of the New York League for the Hard of Hearing. This device will be greatly appreciated by those hard of hearing people who desire to attend the many interesting lectures and religious meetings which the League has arranged for the winter season. The New York League is now settled in its new and commodious quarters, and is making rapid advances in its service to the hard of hearing.

#### A NEW BOOK

BRIGHTY. By Harold Hays, M. D., Major, Medical Corps, United States Army, during the World War. 24 pages, 4½ x 6 inches. New York, 1920.

A short "war story," written while at the front, in 1917, by one of the leading otologists of the country. It is a realistic story and portrays the human side of the men who did not flinch when called upon to drive back the foe. It portrays the longings for the bath, clean linen, and appetizing food during those three long years of nauseating trench warfare, before the Americans came. It is a pen portrait of the grimy side of war, minus the inspiring music, the waving of banners, and the pretty uniforms. It is the kind of a story *not* to read unless you comprehend of what heroic stuff mortal man is made. To paraphrase an old saying, What heroes some mortals be. It may be added that Dr. Hays was with the British Army before the United States issued its declaration of war.—D.

# THE VOLTA REVIEW

DEVOTED TO

SPEECH-READING, SPEECH, AND HEARING

*Published Monthly in the Interests of Better Speech, Better Hearing, and Speech-Reading,  
by the Volta Bureau, 35th Street and Volta Place, Washington, D. C.*

*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## THE HARD-OF-HEARING OR DEAFENED TEACHER OF LIP-READING

By ELIZABETH HELM NITCHIE

AFTER READING Miss Ziegler's article, "In Dr. Goldstein's Melting Pot," which appeared in the November VOLTA REVIEW, I felt "moved" to add my word on the subject, particularly as I thought I recognized myself as the hearing teacher quoted by Miss Timberlake.

When I became active in the work for the adult deafened, in the spring of 1916, my opinions as to the relative value of a hearing or hard-of-hearing teacher for the adult deafened would have been of little value, as they were based on the experiences of others. However, today I feel that I have a right to speak on the subject, for I have perfect hearing, and I am teaching lip-reading to the adult deafened in a school where all of the other teachers are deafened. I have had an unusual opportunity for observation and experience, and I feel that I do know whereof I speak.

One of my chief duties, and great pleasures, has been to interview prospective pupils, and to talk over their problems with pupils, and I have been able to get opinions from many of those who are, or are to be, our pupils. Time and again I have seen the psychological effect on the ones with whom I have been talking when I have made the statement that, with the exception of myself, all of our teachers are hard-of-hearing. Almost invariably it has interested and encouraged them. They have felt that the hard-of-hearing teacher has an understanding of deafness itself, and the diffi-

culties of lip-reading, that the hearing person cannot have, no matter how "sympathetic" he may be.

Mr. Nitchie felt that, "all things being equal," the hard-of-hearing teacher was better for the adult hard of hearing. He believed, as I do, that there were exceptions to the rule. If I did not, I would not be teaching. Miss Suter, of Washington, Miss Rose Kinzie, of Philadelphia, and Mrs. Pattison, of St. Louis, are rare exceptions, and there must be others. I do not believe that these three could be any more helpful to their pupils if they were deafened, and their perfect hearing has its advantages.

If a teacher of lip-reading is to do effective work, he must be able to put himself in the other's place—to get the lip-reader's point of view. That was why Mr. Nitchie required lessons in lip-reading of a hearing pupil as a preliminary to the normal course. It is only by actually reading the lips that one can know the difficulties and the pitfalls that lie in wait for the one who undertakes the study. Some movements are easy to see, to be sure, but how small a percentage compared with the obscure, the invisible, or the variable movements! I found when I first began to teach that my ears were apt to "play me false;" that is, I did not instantly recognize that certain words were homophenes, or that the movements were so similar as to be impossible of detection, one from the other, for my ear *heard* the difference. I soon



learned to watch the lips of my pupils as closely as a deafened teacher would.

I admit that the hard-of-hearing teacher is more easily tripped up on words alone than a hearing teacher, as so many words look alike, or are so similar as to make it difficult to see the difference, but it often happens that the teacher's "mistake" was not such at all. What happened was that, in responding, the pupil had given a word that she knew was not in the book, and the teacher, depending on lip-reading, had recognized the right *movements*, though not the exact *word*, and had accepted it as correct, as she should do. If that word had been used in a sentence, the pupil would have understood it from the context, and there would not have been any question of accuracy on the part of the teacher.

Many pupils have said to me that they think it is a good thing to have *one* hearing teacher in the school, but I have yet to hear a hard-of-hearing pupil wish for *all* hearing teachers. In fact, one pupil even goes so far as to object to any teacher who is "not very deaf," and a hearing teacher she would not tolerate.

I have heard criticisms of deafened teachers who are not good lip-readers, and even harsher criticisms of the schools which have sent them forth to teach lip-reading. I know, personally, more than one such teacher, but they are all doing splendid work as teachers, in spite of their lip-reading limitations; they are "reconstructing" and making happy and successful the pupils who go to them, and they are much beloved and honored for their services. Why should these teachers, who are meeting all the requirements of a good teacher, by getting the desired results, and who are also doing fine, constructive work among the deafened, be refused an opportunity? What right have I or any one else to forbid them to take up the work they have chosen, simply because they, too, have imperfect hearing? What right has any one to deprive the deafened people of an opportunity to study lip-reading, and to be helped as the hard-of-hearing teacher knows so well how to help them? I am convinced that the teaching of lip-reading to the adult deafened is one field in which the deafened can excel, and that

they should have all of the help and encouragement that we can give them.

I do not believe that any person, deafened or otherwise, should go into the teaching of lip-reading unless he does so because of a love for the work and from a desire to serve. If we teach our pupils to read lips, and do not teach them to accept their handicap and to rise above it, we have failed in the most important part of the work.

Another criticism which Miss Ziegler mentions as having been made of the hard-of-hearing teacher is that, because of her own deafness, "she is unable to correct pitch, inflection, accent, pronunciation, and intensity in voice."\* I grant that this is true, but I agree with Miss Ziegler that a teacher cannot teach voice-work and lip-reading at the same time. The latter subject requires "intense concentration on the part of the teacher, as well as pupil,"\* and "if there is the slightest wandering of my mind from the lesson in hand, even though I appear entirely engrossed, there is a mysterious psychological effect on the mind of the pupil, and his power of perception is decreased."\* Also, if the teacher "should begin, even subconsciously, to criticize or analyze the voice"\* during a lip-reading lesson, her efficiency as a teacher of lip-reading would be reduced. One should teach either lip-reading or voice work in one lesson, and not attempt both at the same time. I have tried giving suggestions during a lip-reading lesson, and have found that it cannot be done without serious loss to the pupil. One trial convinced me of the error of my ways, and now any suggestions I have to make must be given either before or after the lesson, or by special appointment. Any teacher or any school may employ an expert in voice training, which is an art in itself; so I do not see that the hard-of-hearing teacher need be any less efficient than the more fortunate hearing teacher, simply because she cannot personally train the voices of her pupils.

And now we come to "The Melting Pot" into which Dr. Goldstein wishes to throw all methods of instruction in lip-reading. I know, without asking, that

\*"In Dr. Goldstein's *Melting Pot*," in the November VOLTA REVIEW.

Dr. Goldstein would never consent to throw his method or methods into one large melting pot and accept the results, for if ever there was a man who was absolutely sure his methods are the right ones, that man is Dr. Goldstein. But do all teachers of deaf children agree with him? Far from it; and still they are allowed to go on teaching.

Why should the teachers of the adult deafened be treated like children, and be told, "You are not to use your own judgment or initiative, or follow your own conscience in the matter. You must teach just as I tell you to. It does not matter that my way may not be the best way for you to get results. You must all conform to one rule—my rule." So long as the world stands and men have minds of their own, they will not all agree as to the best way of doing anything, from building a fire to running a government; and why should all teachers of lip-reading be expected to work along exactly the same lines?

Miss Bruhn is conscientiously and consistently teaching in the way that appeals to her as the very best way, and it is the best for her. Mr. Nitchie was just as

conscientious and consistent in his methods of teaching, but they were not Miss Bruhn's. Miss Kinzie could not follow either, and so she has worked out a way that seems best of all to her, and it is for her. Why should Miss Bruhn be forced to teach the Nitchie method, or I the Bruhn method, or Miss Kinzie either one, if, by going our own ways, we are getting the best results?

Suppose we should call all of the teachers of the adult deafened together to decide on one great method to be used by all. Do you suppose they could all agree? No, not if they discussed it until the end of time. But that does not mean that we cannot all be friends. I admire Miss Bruhn and Miss Kinzie and any other teacher of lip-reading who is honestly striving to render service to the deafened, for are we not all working toward the same goal? There should not be any antagonism—only friendly competition and rivalry. I feel sure that, as time goes on, the teachers of lip-reading everywhere will co-operate and "pull together," and that the result will be a wonderfully increased service to "our people."

## THE ANALYSIS OF VOWEL CURVES\*

By E. W. SCRIPTURE, Ph.D., M. D.†

**I**N the sixth article of this series the fundamental principles in the formation of the vowels were studied by devising an instrument that would artificially produce the vowel sounds. Another method of attacking the same problem is that of obtaining accurate registrations of vowel sounds and then analyzing the curves. Two methods of obtaining such curves have been described in the second article of this series (*THE VOLTA REVIEW* for August, 1920). The method of analyzing such curves is somewhat complicated; it has been de-

scribed in detail in my "Study of Speech Curves." Its leading ideas and the conclusions will now be briefly indicated.

Glue a short piece of hair or bristle to the end of one prong of a tuning-fork. Coat a piece of glass or the bottom of a plate with soot by passing it over a candle flame. Set the fork vibrating, and then draw the bristle rapidly through the soot. It will trace a wavy line of the same general form as those in the last four lines of figure 1. Such a curve is called a simple sine curve, or a simple sinusoid. The length of one complete wave is known as the period; the maximum height of the waves is termed the amplitude. The curve in the third line has a period half that in the second; the next has a period of one-third, and the last a period of one-fourth that

\* This is the seventh of a series of articles on the "Mechanism of Speech," by Professor Scripture, late of Yale University, now of London.

† Author of "Elements of Experimental Phonetics," "The Study of Speech Curves," "Stuttering and Lipping," etc.

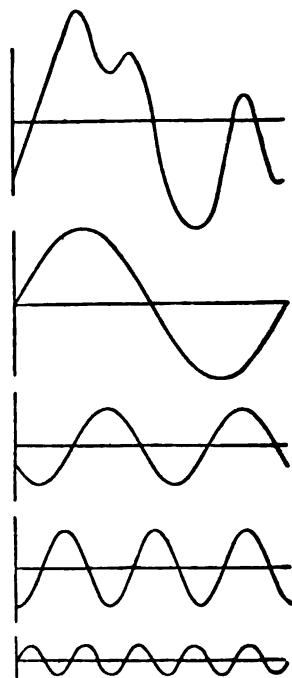


FIG. 1.

in the second line. The periods are thus in the relations  $1 : 1/2 : 1/3 : 1/4$ . The term frequency is used to indicate the number of vibrations per second. For example, if a vibration has a period  $1/125$  of a second, it will recur with a frequency of  $1 \div 1/125 = 125$ . The waves in the last four lines of figure 1 have the relations of frequency  $1 : 2 : 3 : 4$ . Vibrations with periods in the relations  $1 : 1/2 : 1/3 : 1/4 : 1/5 : 1/6 : 1/7 : 1/8$ , etc., or with frequencies in the relations  $1 : 2 : 3 : 4 : 5 : 6 : 7 : 8$ , etc., are said to stand in the "harmonic relation."

When several tuning-forks are sounded at the same time, a complex tone is heard. Suppose four forks to be used with frequencies in the relations of  $1 : 2 : 3 : 4$  and with amplitudes as in figure 1, then the result of their curves would indicate the vibration for the complex tone. If the four curves are added together, the result is the curve in the first line of figure 1.

Now suppose a number of forks to sound together, so as to produce a curve like that in the first line of figure 1. If we had a method of analyzing this curve into simple sinusoids, we could tell just

how many forks were sounding and just what their amplitudes were.

We do possess such a method. It is known as the harmonic, or Fourier, analysis. When a wave of any form is submitted to this analysis, the result is given in a harmonic series of simple sine curves. The wave in the first line of figure 1 was analyzed in this way; it gave the four simple sine waves in the last four lines. The relations of amplitude of these waves are given in the harmonic plot, figure 2.

We will now perform an experiment with a stringed instrument, such as a

piano or a violin. One of the strings is struck sharply. A loud tone is heard. The edge of a piece of blotting paper or the finger is touched at a point exactly in the middle. The main tone is killed, but the string goes on vibrating in halves and producing a tone an octave higher. The string is struck strongly again. It is touched at a point one-third of its length from the end. The main tone ceases, but the string goes on vibrating in thirds and producing a tone a duodecime higher. Similar results are obtained by touching the string one-fourth, or one-fifth, or one-sixth, or one-seventh, or one-eighth from the end. The string thus actually vibrates in portions in the harmonic relation of  $1 : 1/2 : 1/3 : 1/4$ , etc. If it is touched at points not in the harmonic relation, it ceases to vibrate completely. If now we obtain the curve of a string tone and submit it to harmonic analysis, the results can evidently be trusted to indicate in what relative amplitudes the harmonics were present.

Let us make perfectly clear to ourselves what we are doing when we accept the result as just stated. We analyze the curve of the string into a harmonic series

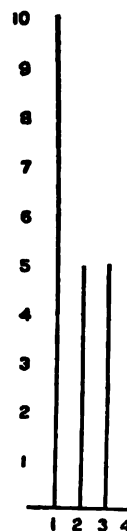


FIG. 2.

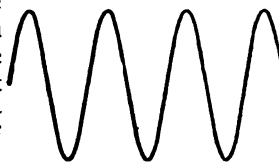


FIG. 3.

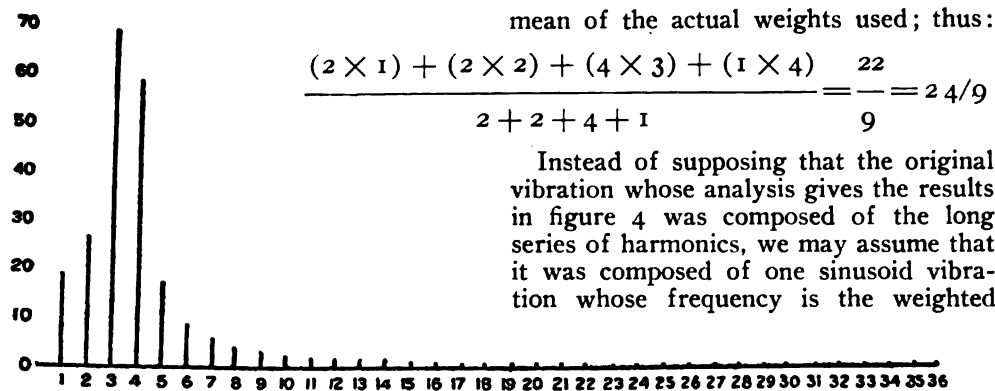
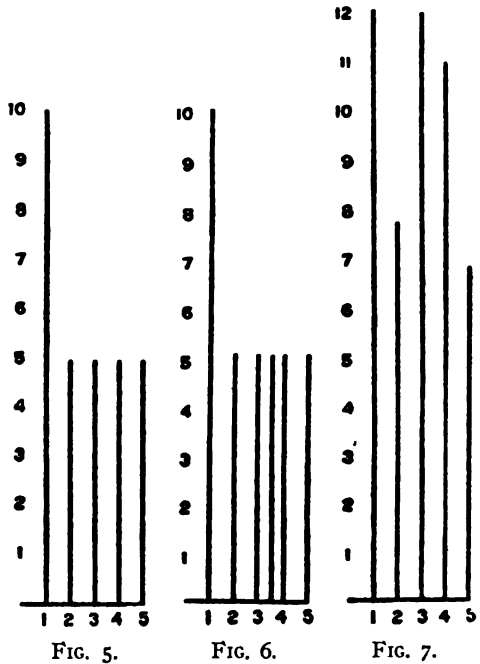


FIG. 4

of sinusoids and then *assume* that the result represents the manner in which the original tone was produced. This assumption is perfectly justified, because we know by experiment that the string does vibrate in harmonic parts.

Suppose we present to the harmonic analysis a curve like that in figure 3. It contains just one component, namely, a vibration with a frequency of  $3\frac{1}{2}$  times the fundamental, while the fundamental itself is entirely lacking. The analysis gives a plot like that in figure 4. The analysis is quite correct in saying that the curve may have been produced by simple sinusoids with the amplitudes as indicated. The assumption that it was so produced would be incorrect; we know it to have been produced otherwise. The harmonic analysis in fact indicates to us very clearly that such an assumption would hardly be justified, as it is highly improbable that such a simple-looking curve would have been produced in such a complicated and unnecessary way. It suggests very plainly that we should look for some simpler method of production.

Suppose that we have a series of weights along one arm of a lever or scale beam arranged in the following way: 2 ounces at 1 inch from the fulcrum, 2 ounces at 2 inches, 4 ounces at 3 inches, and 1 ounce at 4 inches. Exactly the same pull on the lever would be exerted by a weight equal to the sum of these, namely, 9 ounces, placed at a certain distance from the fulcrum. This distance is obtained by finding the weighted



mean of those indicated in the figure. The weighted mean gives a single vibration with the frequency of  $3\frac{1}{2}$ . In this case the simpler supposition gives what we know to be the truth. In other cases, where the original is unknown, the simpler supposition would be favored. When it is known that the original vibrating body may just as well produce inharmonics as harmonics, we cannot assume that only harmonics were present.

Suppose five sine curves with amplitudes in the relations as given in figure 5 to be added together, and then let the



FIG. 8.

resulting curve be analyzed. The result will give five curves with amplitudes exactly the same as those with which we started. Now suppose another curve to be added with a frequency of  $3\frac{1}{2}$  and the amplitudes to be as in figure 6. When the resulting curve is analyzed, there is no place for the component curve of  $3\frac{1}{2}$  and it is forced to show itself by strengthening other components. The actual plot of amplitudes is given in figure 7. This plot says that the curve analyzed *may have been* produced by waves in the harmonic relation with amplitudes as indicated. If we assume that it was so produced, we are committing an error; we know it to have been produced otherwise. All the harmonic analysis ever says is that the wave given to it can be represented as composed of a harmonic series of simple sinusoids with certain amplitudes. It never says that it was so composed. The harmonic analysis is never mistaken in what it says, but we may be mistaken in the conclusion we draw from it.

Figure 8 reproduces one wave from the vowel in "called." The harmonic analysis gives the plot shown in figure 9. All the harmonics are present and the fundamental is very weak. The analysis does not say that the vocal organs produced all these twenty harmonic sinusoid components in order to make this vowel

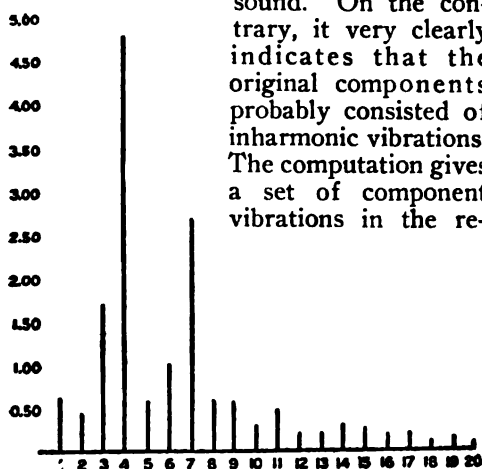


FIG. 9.

sound. On the contrary, it very clearly indicates that the original components probably consisted of inharmonic vibrations. The computation gives a set of component vibrations in the re-

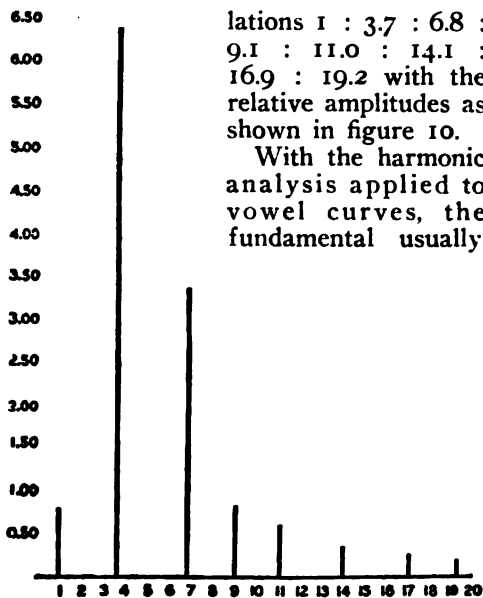


FIG. 10.

lations 1 : 3.7 : 6.8 : 9.1 : 11.0 : 14.1 : 16.9 : 19.2 with the relative amplitudes as shown in figure 10.

With the harmonic analysis applied to vowel curves, the fundamental usually

appears weak or even almost lacking; yet this is the voice tone itself—that is, the strongest one of all. One investigator was led to remark that "the phonograph must be deaf to the glottal tone." He failed to see the absurdity of such a remark. As long as the phonograph does anything at all, it registers that tone and reproduces it. Even in a record so bad that the vowels cannot be distinguished from one another, the voice tone can still be heard. The phonograph is not dumb for the voice tone and it could not add the tone if it were deaf to it.

Just such a weak fundamental appears in the analysis of a series of short puff waves where the analysis is extended over the time from the beginning of one puff to the beginning of the next one as a single period. The weakness of the fundamental in a harmonic analysis thus indicates that the fundamental was a puff and not a prolonged wave.

The preceding argument may seem difficult to follow, but it is worth mastering. It contains definite proof of the new theory of the nature of the vowels and of the action of the glottis, as will be more completely explained in the next article. The figures are reproduced from my "Studies of Speech Curves."

## A PILGRIM TERCENTENARY CELEBRATION

By ELLEN L. ERNST

**D**OUBTLESS New England more than any other part of the country, and Plymouth and its vicinity in particular, have felt the inspiration of the recent Pilgrim Tercentenary. Commemorative meetings were widespread and many celebrations took the form of pageants or of more simple representations of the events through living pictures.

The Program Committee of the Speech-Readers' Guild, of Boston, recognized early that we too should mark the occasion in a fitting way, and placed the matter in the hands of Mrs. Harold C. Ernst and Mrs. Ransom D. Pratt, both of whom are descendants of Mayflower Pilgrims, and hence particularly interested in the anniversary.

Almost at once a problem was confronted; for, while living pictures were the natural form of expression, yet always there must be something besides the pictures to round out a program and make it effective. Music would only tantalize those who could not hear; speech was not to be relied on in as large a hall as would be necessary to secure stage facilities and give ample audience room for members and friends. Such published pageants and plays as were found were not adaptable for an audience which could not hear, and the conclusion was quickly reached that the Speech-Readers' Guild must have a wholly original presentation of the Pilgrim story. It must be dignified, it must, from the start, carry the impression of the religious impulse, the high faith, the unswerving courage, which animated that little band of men and women, who abandoned comfortable homes in Leyden, left friends behind, and braved perils on sea and land that they might establish for their children a future of religious and civil liberty.

The program given below shows the result, in a superficial way, of the planning. Nothing in the printed form, however, can convey the spirit of the performance or its effect upon the audience.

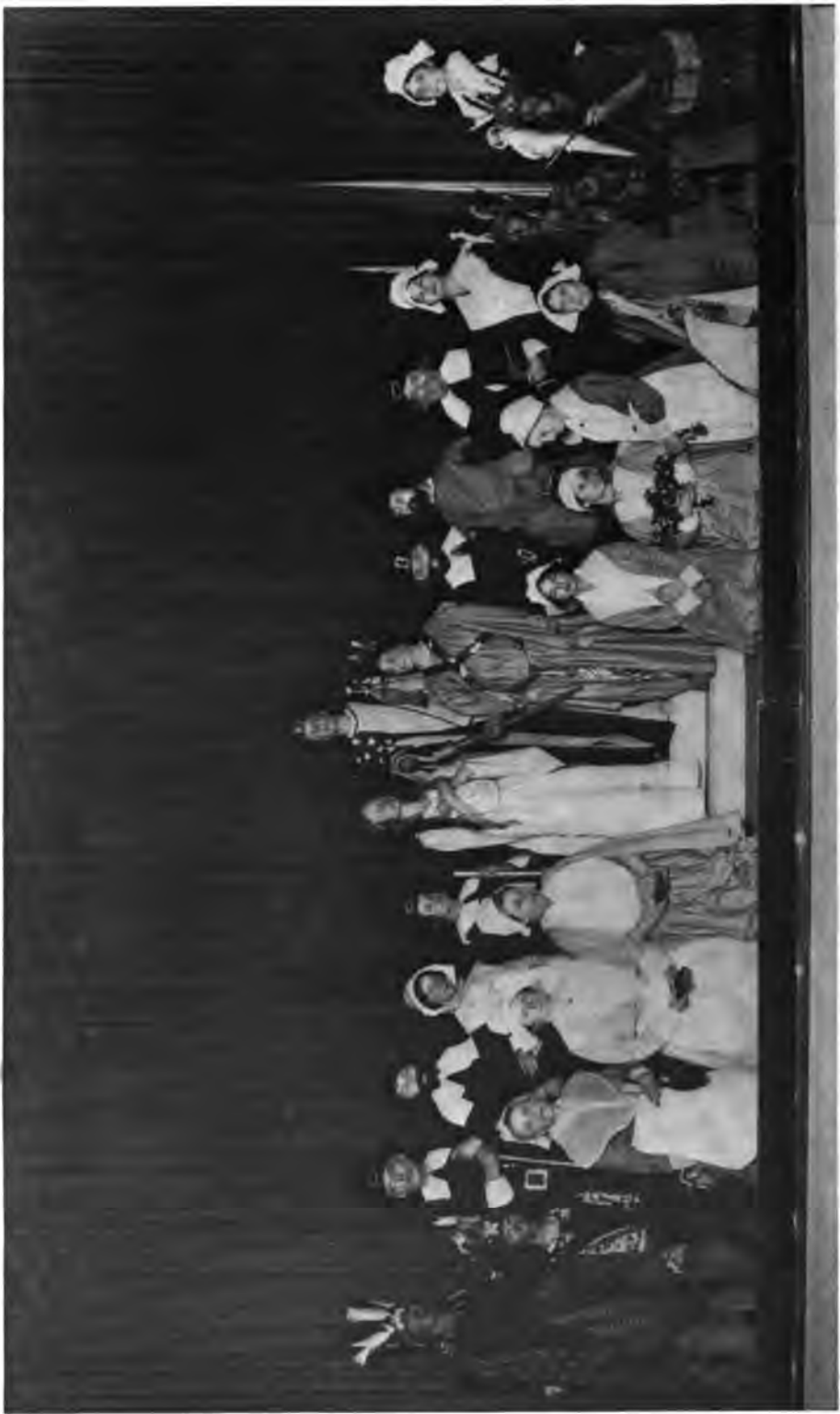
The opening lantern slides told briefly of the little persecuted congregation in



JOHN HOWLAND

Scrooby, England, and of the migration to Holland and settlement in Leyden, and showed views of Leyden, of John Robinson's house there, etc. These and many other pictures were made especially for this performance, from private cards and illustrations in books old and new, and are unique.

Then came the prologue. The figure of the Spirit of Religion was disclosed, holding in her hand a lighted lamp. The



THE MEMBERS OF THE CAST. ALL SPEECH-READERS EXCEPT TWO



JOHN ALDEN AND PRISCILLA MULLINS

words were finely spoken; the figure, in garments of neutral tone and with partly veiled head, was impressive, and the resulting effect precisely what was desired. Liberty, in a dress of deep sky blue, and Faith, in gleaming white, completed the picture and conveyed the message.

More lantern slides gave further descriptive outline, mingled with views of Delfthaven (the port whence the Pilgrims sailed for the new world), and then came the first living picture, or scene, "The Embarkation from Holland," where the kneeling voyagers receive the parting blessing of their pastor, John Robinson. What greater tribute could be given this

than to say that many of the audience were seen to wipe tears from their eyes.

And so through the series of stage pictures, with connecting lantern slides, to the final picture, where America was represented with outstretched hands, as if to welcome the pilgrims of today, with Faith standing on one side of her and Liberty on the other, who now held her lighted torch and wore her crown with thirteen radiating stars.

The Pilgrim characters were taken by descendants, which in itself lent an interest both to audience and performers; and the chief part of the descriptive lantern slides gave extracts from Governor Brad-



ford's History, so that the story was told by one of themselves. Such expressions as "It was not only beautiful; it was impressive" and "This must be repeated where more people can see it," showed that the venture was a success.

1620.

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## PILGRIM EPISODES

TOLD WITH LIVING PICTURES AND WITH SCREEN

## PROLOGUE

*The Spirit of Religion speaks:*

My altar fires are lit in many lands,  
Temples and shrines are builded in my name;  
But still more clear my light must shine,  
For the Lord has more truth yet  
To break forth out of His holy word.\*

In far-off Time a spark was struck  
Within the breast of man,  
Impelling him to seek the Great Unknown,  
Author of life and destiny.  
Through the long ages of his slow advance  
That spark has been a light to guide his way,  
Oft dimmed by evil,  
Hidden oft by clouds of strife and passion,  
Hatred and oppression,  
It yet hath quickened into glowing flame  
The souls of holy men,  
Prophets, seers, saints,  
Whose vision saw the way of life,  
Whose words and deeds proclaimed  
The God above.

Another altar would I raise,  
Where men may worship as their conscience  
leads,  
Fearless of all save sin.  
A band of seekers after larger truth  
Has felt my impulse, and is stirred  
With deep desire to seek afar  
The freedom which their vision sees.  
To them this mission!  
And lest they falter,  
Faith will I send, and Liberty  
To stay their hearts.  
Come, Faith! Come, Liberty!

*Faith and Liberty enter*

To that far land across the sea  
As yet scarce tried,  
I send a band of Pilgrims,  
Men, and wives, and children, maidens strong,  
Whose hearts with fervor beat  
For God and freedom.  
There 'mid the unknown forest  
And on lonely shore  
To raise their homes, their altar, and their  
school,  
And found a government of free men,  
Not of kings.

\*Quotation from letter of John Robinson to the Pilgrims.

Go you with them, O Liberty!  
Keep clear their eyes;  
And for yourself attain the stature and the  
crown  
Denied you in the older lands.  
And, Faith, be yours to stay their hearts  
'Mid trials sore,  
And keep my flame alight within their breasts,  
That they may find what there they seek,  
Freedom to worship God.

*Faith and Liberty go out*

## CAST OF CHARACTERS

THE SPIRIT OF RELIGION  
FAITH  
LIBERTY

*Pilgrims*

JOHN ROBINSON  
GOVERNOR CARVER  
WILLIAM BRADFORD  
ELDER BREWSTER  
MILES STANDISH  
RICHARD WARREN  
JOHN HOWLAND  
JOHN ALDEN  
MISTRESS BREWSTER  
MISTRESS HOPKINS  
PRISCILLA MULLINS  
CONSTANCE HOPKINS  
A CHILD  
PILGRIM WOMEN

*Indians*

MASSASOIT  
SQUANTO  
INDIANS

SCENE I—*Embarkation at Delfthaven.*  
SCENE II—*Signing the Compact on board the Mayflower.*  
SCENE III—*Going to church.*  
SCENE IV—*Indians bringing corn.*  
SCENE V—*Making the treaty with Massasoit.*  
SCENE VI—*Priscilla and John Alden.*  
SCENE VII—*Watching the Departure of the Mayflower.*  
SCENE VIII—*Finding of Mayflowers—a little play.*  
SCENE IX—*The Spirit of America.*  
Pilgrim characters are taken by descendants.

A young student of speech-reading wrote that a stranger had spoken to her on the train "because you have such a happy face." She added, "What do you think of that for one who used to be called 'the girl who never smiled'?"

Miss Christine Meyers, from Miss Arbaugh's School for Deaf Children, Vineville, Macon, Ga., has recently joined the faculty of the Austine Institution for the Deaf, Brattleboro, Vermont. A class in dressmaking, under the direction of Mrs. M. Williams, was organized at the beginning of the present term.



## The Friendly Corner



"Anacharsis coming to Athens, knocked at Solon's door, and told him that he, being a stranger, was come to be his guest, and contract a friendship with him. And Solon replying, 'It is better to make friends at home,' Anacharsis replied, 'Then you that are at home make friendship with me.'"

### DEAR FRIENDS OF MINE:

When I was a little girl I was always somewhat impatient with the dashing dappled-gray hobby-horse we had to play with. He had a lovely long mane and tail, and brown eyes that looked "real," but he would never get anywhere—just rock back and forth—a sort of stationary gymnastics. I wanted a *live* hobby, one that would start off briskly and go as fast as I pleased, and perhaps sometimes faster.

Roosevelt said that every one should have one or two hobbies besides his regular business, and I think most of you have. But is your hobby a stationary one or one that gets you somewhere? I know a lady who has a hobby of collecting pitchers. She has two curio cabinets crammed with them, and the shelves (presumably decorative) along the walls are loaded down. They are of every size, color, and shape, and they come from all parts of the world. If you wish milk for your coffee, you may pour it from an ear of corn, a lily, or a cow's mouth; but of all that wild, varied collection she could not tell me one interesting thing. She had even forgotten the origin of most of the pitchers, for she had always intended "to tag them when she wasn't so busy."

I know a man who rode a stationary hobby for a little while. He went on a trip abroad and filled up little glass tubes with water from all the lakes, rivers, and seas from England to the Holy Land. He, however, didn't forget the labels, and when he came home we read the names of the distant places with an awe which surely gratified him. But the water from the Mediterranean was no bluer, and the water from the Red Sea no redder, and the water from the Dead Sea no *deader* than that of the Atlantic, which I had seen every day. Finally, all the water in those little glass tubes evaporated.

Give me a half an hour's talk with the man who can tell me of the fascinating life in his aquarium—how the crawfish drops a claw to save its life from danger, how a frog changes its skin, how a starfish walks and takes its food; of the mysteries of the amoeba and Medusa, and the strange colonial life of the coral; why the bee loses its life when it stings, and of the brushes and baskets with which the worker bee gathers in pollen. Or let me look at this lady's collection of shells: the old maid's curl, Venus' basket, the Rising Sun, and the shell with an egg, and listen to her tell of the fascinating lives of their occupants.

Do you love flowers? Do you know whether purple sweet peas always bring forth purple, or white white, and what will *always* happen for the next four generations if you cross them?

Do you love books? Have you ever read Beowulf and the old English sea songs—the first creations of our language? They are even translated for you; so why haven't you?

Do you love your Bible? Have you studied a harmony of the synoptic gospels, showing exactly which stories were told by Matthew, Mark, and Luke together and which ones by one alone? Have you read Wycliffe's and other early English Bibles, which are more musical than any speech of today?

You may not be able to hear, but it is your own fault if you are blind. All of you clubs and leagues and schools for the deaf, awake with the earliest flowers of spring and burst your cerements and go about and see the wonders of your world. Talk things over together and let each one report what he has found out alone. Don't let your hobby-horse rock you back and forth in stupid slumber; make him take you somewhere.

One of our friends wants to know

what your experience in the use of ear-phones in churches has been. Has it proved to be popular and practical? Is there any clicking of the battery to annoy those who hear?

Will you please tell me the names of some books containing *good* short stories for practise class?

I have seen some very attractive menu cards made of sea-shells and a few artistic dabs of paint. For those who can get pretty shells and have a gift for that sort of thing, there is more than a little pin-money to be earned. I will secure some of these cards for those who wish to buy them for ideas. I also saw some very artistic lampshades with black card-board silhouettes and fancy grasses of rye and wheat between the two pieces of colored silk. The figures were cut small and the fine, long sprays of grass against the light looked like graceful forest trees. There's an idea! What have *you* seen?

One of our friends suggests a way "to chase away the blues." In answering the question "How many, knowing the inconvenience of deafness, escape depression?" asked in the December number of *THE VOLTA REVIEW*, she says:

I am not sure that any of us escape depression entirely, but I believe that we can struggle against it until we are able to send the "blues" scampering as soon as we feel them creeping upon us. First of all, we must know in our own hearts that there is no cause for depression; that happiness can be inside of each one of us and need not depend on the people around us, nor the work we do, nor the money we earn, nor on any of those merely temporal things that so many people struggle through lifetime to attain.

A year ago I lost a very dear member of my family. This was the first time that death had touched me closely, and it turned my thoughts in a new direction. I wondered and studied about this thing we call death, and the thought came to me that eternity is a very, very long time—endless time, in fact—and that life, compared to it, must be only an instant. Perhaps in this instant we are given trials, and upon our manner of facing these trials depends the degree of our happiness through eternity. As this vision came to me, the things of this world that I had always wanted—marriage, money, popularity, choice of profession—somehow began to seem unimportant—nice to have, but not necessary.

Along with this understanding I began to see that the only thing that really does matter is the help we are willing to give others. In my case this help is given to relatives—a mother

with a noisy, happy bunch of youngsters. There was a time when I believed such a life would be an utter impossibility for me. I had an entirely different career mapped out for myself, but there is more pleasure in working for this family of mine, even changing my whole mode of life for them, than I should ever have imagined possible.

There is so much stress laid on "making something of oneself" in the sense of earning money or gaining power, that many will call me a failure when I reach the uninteresting, deaf, old-maid stage, and no doubt will waste some pity upon me for having settled down to a hum-drum existence of work for others, with small returns. However, if I can reach that stage without bitterness, only happiness, satisfaction, and a very kindly feeling for others in my heart, I shall consider myself a complete success. Only the hard-of-hearing can understand from what a great struggle such contentment grows.

Our Correspondence Club is growing every day. Have you joined?

Please remember to enclose a stamped, self-addressed envelope, if you want a personal reply.

There is always room for one more in "The Friendly Corner."

THE FRIENDLY LADY.

Volta Bureau, 35th Street and Volta Place, Washington, D. C.

#### A SUMMER CAMP FOR DEAF GIRLS

Camp life has done much for the boys and girls in this country by giving them opportunity for out-of-door life and by supplying happy and profitable activities during the summer months. Then, say the promoters of Camp Pine-Top, why not give the deaf child the same opportunity?

Camp Pine-Top has been organized and will be managed by a staff of competent, experienced teachers of the deaf. Every effort will be made to give the campers all the advantages of camp life that are offered to other children. Swimming, tramping, mountain-climbing, out-door games, dancing, camp-fires, nature-study, and arts and crafts will be part of the regular program. Part of each day will be given to oral instruction in speech and language.

The camp site is one of the most beautiful spots in the White Mountains, and trips will be made to points of interest. The location is high and healthful, and the outdoor life will help to achieve the ambition of the directors—to send each camper back to the city in the fall full of health and vigor and better equipped for the winter's work.

For further particulars, see the advertisement of the camp in this number of *THE VOLTA REVIEW*.

## IT'S A GIFT

By JOHN A. FERRALL

A YOUNG LADY (she says so herself) wonders how I taught myself to take my deafness philosophically. Which reminds me of the story of the minister who stopped to reprimand a chauffeur because of the latter's somewhat violent language. The chauffeur was lying beneath his auto, tinkering with the machinery and addressing the car in anything but a respectful manner. After a few preliminary words to indicate how shocked he was, the minister inquired curiously, "My man, where did you learn to swear so?" "Learn!" repeated the chauffeur scornfully. "Why, Lor' bless you, sir, you can't learn it; it's a gift!"

That's about the best explanation I can give of my attitude, if it really does differ from that of the average deaf person. It may be, too, that I do not want things as *hard* as most folks, so that a loss here and there doesn't matter particularly. I have a sort of "shotgun" nature, and my interests are pretty well spread over the face of things, covering about everything from baseball to Pavlova and from George Ade to Shakespeare. There isn't even time enough for me to do all the things I *can* do and want to do, so there'd scarcely be any logic in worrying over the things that I cannot do.

Besides, even a casual study of biography rather puts a damper on protests against fate. It would seem rather silly to be crying out that I want to do things; that I resent my "limitations"; for, you see, Æsop, Epictetus, Homer, Milton, Pope, Heine, Keats, Elizabeth Barrett Browning, the Brontë Sisters, Parkman, Chopin, Handel, Carlyle, Stevenson, Huber, Arthur Cavanagh, Henry Fawcett, and a host of others labored under physical afflictions of one sort or another and do not seem to have been prevented from accomplishing things; and Beethoven and Kitto (the great biblical scholar) had our special "limitation" of deafness.

One reason why THE VOLTA REVIEW exerts such a splendid influence is that it is constantly placing before its readers the stories of the achievements of the

deaf. And, personally, I rather dislike to admit (no matter how true it may be) that I cannot do anything that any other deaf man can.

Some of us are helped by an encouraging word, an optimistic paragraph, but the great majority, I fear, listen to "Pollyannaisms" with a pained expression. None of us can get away from the actual record of the accomplishments of our deafened brethren.

Only recently a deaf friend, who now and then takes a sly dig at my propensity to slip a "Pollyanna" article past the Editor occasionally, said, apropos of my supposed optimism: "I should have given all your 'advantages' of deafness, oh, incorrigible idealist, last Sunday night to have heard for an hour." And she went on to explain that she had been present at a discussion of the political situation in Russia by some folks who really appeared to know what they were talking about. She was absolutely sincere in her sense of loss, and probably felt "blue" over it for a week or more. And yet her viewpoint was absolutely incomprehensible to me. So much for differences in temperament. If I want to get into touch with any phase of the political situation in Russia (or any other subject), I feel that I can accomplish this more easily and more satisfactorily by reading than I could by listening to *any one* talk for a mere hour or so. But I didn't tell her that. Fortunately, I happened to remember in time one of Abe Martin's sayings: "Folks that blurt out just what they think would not be so bad if they really thought." She considered her failure to get every word of that conversation, even though she must have gotten the substance of it, a terrible loss. And what we think a thing is, it usually is—for us, at any rate.

I do not mean to imply that I consider human intercourse and conversation unessential. Not at all. The normal person requires both society and solitude. I do believe, however, that most of us, even among the deaf, get rather too much society and too little solitude for our best

development. We need to be *forced* to learn to entertain ourselves. We express resentment at the fact that a Charlie Chaplin earns so much more than a college professor, never stopping to think that it is simply because we prefer to purchase our entertainment rather than learn to get the joy out of life for ourselves.

And such a small portion of general conversation is profitable. So little of it gives us anything to think about, or even to listen to. We who are deaf often forget that we usually get the cream of the conversation. For us the long rambling explanations are cut out. Because it is difficult to talk to us, only relatively worth-while remarks are directed at us. Perhaps the conversation to which my friends referred was of the profitable kind, one which would have toned up her mind much as a game of golf might tone up her physical being; but I can take, in the solitude of my room, "setting-up" exercises that will benefit me as much as golf, and there will be no uncertainty about it. It will not be necessary to ride five miles on the street-cars to learn that the course is unfit for play, or that something else is wrong.

So, too, I feel that I can go to the nearest library and get, concerning any subject in which I may be interested, the carefully thought-out viewpoints of men who know, *and I can pick the subject*; also, I can get the viewpoints of various writers from different angles, and put two and two together for myself. "All that mankind has done, thought, gained, or been is lying in magic preservation in the pages of books." And, mind you, these are not my words; this is not my opinion; these are the words of a man who knows what he is talking about.

This, then, is an illustration of differences in temperament. The thing that my friend worried about wouldn't have troubled me at all; for I cannot regard any general, impersonal conversation as much of a loss, so long as I can read. As a matter of fact, I believe that most of us unconsciously put rather more faith in the printed word than we do in the spoken. This, perhaps, is because we assume (erroneously in the present instance) that the writer considers his

words a trifle more carefully than the speaker.

I miss lectures and sermons, of course, but their loss has never yet kept me awake at night; for my chief enjoyment is and has always been in reading; and in books I can "listen" to the greatest of preachers whenever I wish, and only so long as they interest me. I can cross the seas with Eric the Red; journey through the wilds with great explorers; spend "two years before the mast" with Dana, or live over the baseball or football game with my favorite reporter. W. Livingston Larned has put this active pleasure of reading rather cleverly in a poem which he dedicates to Zane Grey, the author:

"Been to Avalon with Grey, . . . been most everywhere;  
Chummed with him and fished with him in every sportsman's lair;  
Helped him with the white sea-bass and barracuda haul;  
Shared the tuna's sprayful sport and heard his hunter-call.  
Me and Grey are fishin' friends, . . . pals of rod and reel,  
Whether it's the sort that fights . . . or th' humble eel.  
On and on through Wonderland, . . . winds a-blowin' free,  
Catching all th' fins that grow, . . . Sportsman Grey and me.

Been to Florida with Zane, scouting down th' coast;  
Whipped the deep for tarpon, too, that natives love th' most;  
Seen the smiling Tropic Isles that pass, in green review;  
Gathered cocoanut and moss where Southern skies were blue.  
Seen him laugh that boyish laugh, when things were goin' right;  
Helped him beach our little boat and kindle fires at night.  
Comrades of the open way, the treasure-troves of sea,  
Port ahoy and who cares where, with Mister Grey and me!

Been to western lands with Grey; . . . hunted fox and deer;  
Seen the grizzly's ugly face, with danger lurkin' near;  
Slept on needles near the sky, and marked the round moon rise  
Over purpling peaks of snow that hurt a fellow's eyes.  
Gone, like Indians, under brush and to some mystic place—  
Home of redmen, long since gone, to join their dying race.

Yes, . . . we've chummed it, onward—  
outward—mountain, wood, and key,  
At the quiet readin' table, . . . Sportsman  
Grey and me."

So long as the reading table exists, why worry about impersonal conversations, lectures, and such things. Inability to converse freely with a friend is a misfortune—yes. But if we do our share to make our friendship worth while, I think we shall usually find those who are willing to overlook our handicap.

Inability to hear is a handicap in economic life—yes. I'm willing to concede that. At least I think I could do my work better and more easily if I could hear. And yet I know that I am doing better work and more important work now than I did when I could hear. I say I *know* this—not that I can *prove* it! I am not sure what the other fellow thinks about it. I am somewhat in the position of the street-corner orator who was detailing the advantages of a certain diet. "My friends," he declared, impressively, "two years ago I was a total wreck. What do you suppose has wrought the change in me?" He paused to see the effect of his words. Then one of his listeners spoke up. "What change?" he asked.

My philosophy has one glaring weakness, however, in that I have been fortunate so far in escaping what Mr. Nitchie has called the real tragedy of deafness—unemployment. I have always managed to find work. To feel that I had the ability to render efficient service and yet to be denied an opportunity because of my deafness would, perhaps, be too severe a strain for my optimism to bear. I do not know, nor should I welcome any test. Still, my wants are few, and it was Thoreau, wasn't it, who once lived on \$27.10 a year. Surely even a deaf man should be able to earn that much. Here, too, temperament plays a part. "May both races forgive us," says a California philosopher; "yet if the lords of Karma grant us our will, we shall in our next incarnation be half Irish and half Hebrew; for the Irishman is happy as long as he has a dollar, and the Hebrew always has it." I'm not a hybrid of that sort exactly, but I am an Irishman, and so far I've always had, or been able to borrow, a dollar!

It has always seemed to me that, the material side being taken care of, deafness need be no particular bar to worthwhile progress. It simply means that one has come to a place in the road where a detour is necessary. And who knows but that the longest way round may be, as in certain other journeys of life, the shortest way home?

Perhaps I am something of a curiosity in that I am not and never have been particularly ashamed of deafness. Maybe I have an especially thick hide. Anyway, deafness has never appeared to me in the light of a stain on my otherwise spotless character. I'm deaf, just as I might have been bald-headed or bow-legged; it's not my fault, and I wouldn't have chosen deafness just for my own selfish gratification. No, it has been forced upon me, and it's here, and I do not seem to be able to get rid of it; and that is the sum total of the situation. I can only say to my friends and acquaintances, "Love me, love my dog." If they cannot put up with my deafness, which happens to be the dog in this instance, why I must do without their companionship, or use a little extra effort to win it.

In general, I try to think and act like a normal human being, as nearly so, that is, as my intellectual limitations will permit. There are some things impossible to the deaf—or, at least, to me. I frankly admit this fact and try to adjust myself to the new conditions. If deafness is going to be with me always, I must try and get used to it. For me the philosophy of Eve, as translated from her diary by Mark Twain: "I love certain birds," she says, "because of their song; but I do not love Adam on account of his singing—no, it is not that; the more he sings the more I do not get reconciled to it. Yet I ask him to sing, because I wish to learn to like everything he is interested in. I am sure I can learn, because at first I could not stand it, but now I can. It sours the milk, but it doesn't matter; I can get used to that kind of milk."

Would you like to have something to read  
That seems to fulfill every need?

Our VOLTA will do it

If you will REVIEW it;

We want you to follow our lead!

—Speech-Readers' Guild of Boston.

## THE DIARY OF A DEAF CHILD'S MOTHER\*

By HARRIET U. ANDREWS

The prize of \$300 offered by the American Association to Promote the Teaching of Speech to the Deaf for the best essay or treatise on the subject of "Teaching and training little deaf children in the home from infancy to school age," was divided between Miss Andrews and Mrs. Robert Henderson. This \$300 was paid from the income of the memorial trust fund presented to the Association by Mr. and Mrs. Gilbert Grosvenor in memory of their son, Alexander Graham Bell Grosvenor.

AUGUST 25.

MY CHILD is deaf. I must face the fact at last. For six months I have refused to believe it. Robert doesn't believe it yet; the doctor is uncertain and evasive; but I *know*. How deaf I cannot tell, but there are times when I think he does not hear at all. Margaret knows, too. With the acuteness of a seven-year old, she has sensed that something is wrong.

She said to me this morning: "Mother, why doesn't Jack turn around when I call him? Mrs. Sears' baby does, and he's only fifteen months old, and Jack is twenty-two, going on twenty-three. He's every bit as smart as the Sears baby. He just doesn't seem to notice. Why, mother?"

Why, indeed? Oh, God in heaven, why? *why?* WHY? I ask it night and day. Why should this thing have happened to me? What have I done to deserve it? My only son, for whom I waited so many years, for whom we planned, Robert and I; why has he come to me like this?

He is in nowise different from other children. His limbs are as straight and sturdy, his eyes as beautiful, his little ways as natural and sweet. He kicked and squirmed through his babyhood like other babies. He walked when he was nine months old. He laughs and crows. His charming baby voice is sweet and clear. But yesterday Margaret, whose pride is sensitive these days, asked:

"Mother, why doesn't Jack begin to talk? He ought to, oughtn't he? The Sears baby can say 'mama' just as plain, and 'da-da' for daddy, and 'bow-wow.' Why doesn't Jack?"

I did not explain to her. I haven't told

anybody yet. I haven't admitted it even to Robert, who is bitterly anxious and yet hopeful. I won't tell! I won't be pitied! I won't have people saying, "Poor little fellow! What will become of him?"

But what *will* become of him? What becomes of a deaf baby? I have not seen more than three deaf children in my life. I used to play with a little "deaf and dumb" boy in Grand Island. He was ten years old and had been away to school, but his attempts at speech were just pathetic jumbles of noises. Will my child be like that—my beautiful boy? "Deaf and dumb?" Will they say that about Jack? "Poor little fellow. You know he is deaf and dumb." No! No! There must be some way out, some treatment, something that will cure him. I will believe that he can be made to hear. I know he can. He is my baby and he is beautiful. He can't be deaf all his life long. Oh, spirit of life, of the world, all enveloping, all surrounding, show me the way!

SEPTEMBER 2.

I rock Jack and sing to him and he loves it. Would he be conscious of the sound if he were totally deaf? Sitting here, with his head resting in the hollow of my arm, with the intoxicating warmth of his small body pressed against mine—so warm, so little and so dear—it seems to me that the very passion of my desire must make him well. He *must* hear. He looks at me with such wise eyes. He must know what I am saying. I talk to him constantly; more than I ever did to Margaret. I want so to carry my word to his dear baby intelligence.

"Look, Jack. Look out the window. See the rain come down! See the big drops running down the window pane. Hear the thunder roar! Can you hear it, baby? Can you?"

He blinked his eyes at the rain, and

\* Reprinted, in response to many requests, from THE VOLTA REVIEW, October, 1918, to February, 1919.

looked up at me and smiled. Did he hear the thunder? I put him down upon the floor and he ran to the window and gazed out, fascinated by the downpour. There was a loud crash, and he came running back to me and laid his head in my lap. I gathered him up again and crooned to him, wordless humming. He put his hand out flat against my breast, as if to feel the sound.

SEPTEMBER 20.

I must know. I cannot endure the ignorance and suspense. I am going to take Jack to New York. Robert begs me to wait until he is two years old, at least; but we may be wasting precious time. It is not in me to wait. Dr. Eastlake is sympathetic and understanding, but he won't say anything definite. I want somebody that knows. I am going to find the best aurist in the country, if it takes the last cent I have, and I will abide by what he says.

OCTOBER 4.

Here I am, in New York, and no wiser than I was before. I have been to a great aurist, and all he could tell me was that Jack is quite evidently deaf, which I knew already; but how deaf it is impossible to ascertain. He advises me to wait and see. Wait! They all say "Wait"! I must do something.

One thing the doctor did for me. He gave me the addresses of some schools for the deaf where children are taught to talk, and he advised me to write to the Volta Bureau, in Washington, for information about the training of deaf children.

It all sounds horribly definite and depressing to be visiting schools for the deaf, instead of carrying home the radiant hope of returning hearing I had expected to find here. But I shall leave Jack with Robert's cousin, Mary Hammond, tomorrow and visit schools. I may as well know the worst.

OCTOBER 5.

I did not know there were so many deaf children in the world! I have seen hundreds—all ages, all kinds. To think that they are everywhere in this country, and men and women in every State devoting their lives to them, and I not

knowing about it. How much there is that I don't know. I am all bewildered and saddened and discouraged.

I lied, of course, at the school. I did not tell them I had a deaf baby. I went only as a casual visitor, and when they asked me what I especially wanted to see I said, "It doesn't matter."

I was taken from room to room. I saw children of all ages—happy, interested, and bright—working with faithful and interested teachers. It was all quite fascinating to watch, but oh, so pathetic! I saw a teacher drilling a class to read from her lips such simple commands as "Stand up!" "Sit down!" "Fold your arms!" "Walk!" If they had not been deaf, such phrases would have been commonplaces to them from babyhood. I asked the teacher in this class a question:

"Things like that—'sit' and 'stand' and 'walk'—couldn't a mother teach her deaf child to understand them before he comes to school? Wouldn't he go faster at school if he had learned to understand those words at home?"

"Yes," she replied indulgently. "But mothers don't know how."

"Why can't they learn how?"

"That is one of our problems," she said, "to reach the parents."

In one room I saw what they called "the odds and ends"; pupils that did not fit in anywhere else. They were doing second-reader work, and one was a boy of eighteen. The teacher told me that his brain was normal, but that he had been kept at home without being taught, and now there was very little that could be done for him.

I am all bewildered. I don't know whether I have learned anything or not. One thing I believe: There is an awful waste somewhere. Boys and girls six and seven years old ought not be spending their time learning to understand "stand up" and "sit down." I believe Jack could learn those right now. But how in the world do they begin?

OCTOBER 10.

From New York I wrote to the Volta Bureau, inquiring about literature relating to the deaf; and to my rather formal letter there came the kindest and most friendly reply and a great package of



pamphlets and magazines which look both encouraging and overwhelming. I am surprised, when I look into my own mind, to find that I seem to have accepted the fact of Jack's deafness. That is one thing the visit to the institutions did for me. In the face of all those deaf children—laughing and working and going to school—I can no longer think of deafness as a unique calamity. But Jack is not like those other children. He seems more natural, somehow. Is that just my prejudice? If I could only keep him that way, and keep his darling little voice.

OCTOBER 17.

I have been reading pamphlets and VOLTA REVIEWS until my brain is saturated and leaking with information about the deaf. I sat up till late last night, cramming. I have learned a lot, and yet I am still muddled. Why do none of them tell us how they begin? Why do they all write as if we all knew something about deaf children? One teacher says:

"When she could make *p* correctly, I began working on *f*, getting the direction and volume of breath with either a feather or a piece of paper."

What does she mean? How does one use the feather and the paper? I come to that sort of thing all along. There are articles urging parents to teach their deaf children—helpful, necessary; oh, good heavens, yes—but they don't tell us what to do. I am all stirred up, and yet mad-deningly helpless. I feel as I do after reading one of those New Thought articles, which make the reader believe he can do *anything* if he will only hold the right thoughts, but never tell him how to begin to gather the thoughts. The most worth-while book I have found is one by John Dutton Wright: "What the Mother of a Deaf Child Ought to Know." It is full of helpful suggestions; yet I wish he had written more.

OCTOBER 20.

I have, or try to have, a systematic mind. The only way I can learn and remember anything is to sort it out. I have slaughtered THE VOLTA REVIEWS with scissors, and I am tabulating the information I obtained from the articles. Everything that relates to deaf babies—

a very small collection of paragraphs—I have collected in one envelope. Where cutting out the paragraph would destroy something on the other side, I copied it on the typewriter. The copying helped to fix it in my mind. The gist of the information seems to be: Treat a deaf baby as if he could hear; talk to him; sing to him; don't spoil him; don't make gestures to him; don't mouth your words; say the same thing many times each day. All of this, enlarged upon and illustrated, goes into one envelope, and I have studied it until I know a little bit about the beginning of Jack's education. Yes! Already I feel as if his education had begun.

The main idea I get from all this reading is that my baby's eyes and hands and mind must all be trained before he may speak and read the lips. So, as methodically as I could, I have sorted out all the information I came across about training sight and put it into an envelope by itself, and the same with the paragraphs on touch and hearing, and I have made some efforts to grade the steps of this teaching.

OCTOBER 24.

I have improved on the envelope idea and have branched out into a card catalogue. I am becoming immensely interested in the mere tabulating of the information I have gained about deaf children. It helps me to remember, and it helps my own ideas to expand. The best thing in THE VOLTA REVIEW, so far, is the series of articles by Mary Hilliard Bickler. They are a mine of information, and they suggest a card catalogue, because I did not want to cut them up. They also taught me that I shall have to do a lot of thinking on my own account.

The "catalogue" is not nearly so formidable as it sounds. It is just a little wooden box of filing cards that I bought for 25 cents. The main points emphasized in all the articles which dealt with the home training of deaf children were: Sight, touch, hearing, lip-reading, breathing, physical exercise, play, discipline. I typed each of these words on a separate card, and every time I found anything or thought of anything that might help me by and by I wrote it on a card and filed it under one of these heads. For instance, one card reads like this:

## SIGHT

Color work. Start with two colors. Skeins of worsted, spools of thread, balls. Match colors. Sort colored beads and buttons. Colored kindergarten cubes.

(NOTE.—Use *large* beads and buttons and balls and cubes.)

Whatever I learn, or whatever my intuition tells me will help with the color work, I can file along with this card. There are a number of "sight" cards, a great many "touch" cards, and ever so many "lip-reading" ones.

Another "sight" card reads:

## SIGHT

Duplicate pictures. A chart with pictures, and detached pictures to match. Pairs of silhouettes and outlines. Pictures of different kinds of cats—half a dozen in a set. Dogs, fruits, vegetables (seed catalogues). Flowers, animals, birds. Match pairs. Later, show him a picture and let him find the mate from memory.

This work has made me disproportionately happy. Perhaps this cataloguing would sound foolish to a trained teacher of the deaf; but she has known all these things for years and they are entirely new to me. I am only feeling my way, and there is no text-book to guide me. My little catalogue is something definite to grasp. I am doing something for my boy—something better than sitting around and bemoaning his fate and mine!

Still another "sight" card explains the why of pictures and colors and things:

## SIGHT

Have a group of objects collected on table or rug. Hide one or displace it, when he is not looking, and teach him to notice the change. The object is to train him to notice differences and similarities; to quicken his vision as a preparation for lip-reading.

All of this is going to be enormously interesting to do. To think that I should ever find anything *interesting* in my baby's deafness! I would cut off my hand to make him hear; but since I cannot do that, it is a God-given privilege to be able to help him, even in this slow and mysterious path of teaching. And the

slow, mysterious path is full of patient wizardry that I never dreamed to find.

OCTOBER 30.

"Mother," said Margaret last night, "sing Jack my sleepy song."

We were sitting by the fire in the upstairs hall, Jack in my lap and Margaret on the little stool at my knee. Jack was in his flannel night drawers, but he lay wide awake, staring at the fire. The light over our heads glowed softly under a red shade. I began to sing the little song Margaret always loves—one I cut out of a magazine and set to music myself:

"As soon as the fire burns red and low,  
And the house upstairs is still,  
She sings me a queer little sleepy song  
Of sheep that run over the hill."

Jack stirred and turned in my arms, fixing his eyes on my face.

"The good little sheep run quick and soft,  
Their colors are gray and white;  
They follow their leader nose to tail,  
For they must be home by night."

Jack reached his hand up uncertainly and touched my lips; then suddenly he sat up straight in my lap and gazed at my mouth.

"He likes it!" whispered Margaret, joyously. I went on singing softly through the pretty verses, the baby watching my face intently. Margaret leaned over and put her elbows on my knee and sang with me.

"And over they go, and over they go,  
And over the top of the hill,  
The good little sheep run quick and soft,  
And the house upstairs is still."

Jack's eyes shifted from my face to Margaret's and then wandered back to me. I am quite sure he noticed that we both were moving our lips. He watched us until we had sung the verses through, then cuddled down against my breast. I crooned again softly. Jack began to get sleepy, but his little hand wandered to my throat, up and across my lips, and back to my throat again.

It was not only a sweet and tender moment—I had learned something. He noticed the motion of our lips, and he noticed the vibration of sound in my

throat. That is the beginning. I must sing to him much and often. I understand now, in a sort of nebulous way, how a deaf child gets speech. I must make use of his ready attention. I must talk to him often, and let him both see and feel the words.

OCTOBER 31.

It's perfectly wonderful the way ideas beget ideas. Start to thinking about a thing and there's no telling how far one may travel. Jack stood beside the piano this afternoon while I was playing. I had read in Mrs. Bickler's articles about teaching a child rhythm by means of the piano, but I thought Jack was too little for anything of that sort. It occurred to me, however, that *any* bodily rhythm would help him to have a realization of accent in speech. Margaret was reading in the window seat. I called to her:

"Come and march, Peggy. March and mark time and see if Jack will do it, too."

I played a strong, loud Sousa march, and Margaret, instantly enthusiastic, moved the chairs into the middle of the room and began to march around them. Jack immediately followed suit.

"Take hold of his hand and keep step like the soldiers," I commanded. "Put your left foot down hard and keep time." I don't know whether Jack got the vibrations through the floor or caught the idea from watching Margaret; but he did not miss a step, and when Margaret marked time, as she turned the corners, he marked time, too, giving the accent perfectly with his left foot. They marched for ten minutes, and I was elated. I don't know exactly what it was I discovered, but I know I discovered something, and I know that rhythmic exercises are good for Jack. I must think of some more.

NOVEMBER 5.

Jack stood beside the piano with his hands resting against the keyboard. I lifted him up and propped up the lid of the piano, and while Margaret played one of her little pieces I held Jack over and placed his hand on the strings. He laughed gleefully.

"He likes music a lot, doesn't he, mother?" said Margaret. "Mother, *why* doesn't he talk?" It was the hundredth

time she had asked me the question, and, quite suddenly, I had the courage to tell her. The word "deaf" has never crossed my lips with relation to Jack except when I have spoken to Robert and the doctor.

"Brother is deaf, dear. He can't hear us talk, and so he does not know how to talk yet himself. He will learn by and by, but not now."

"Deaf?" cried Margaret. "Like Grandma Bingle?"

"Perhaps. Perhaps more so. We can't tell till he is older. But we will hope that he has enough hearing to learn to talk well."

"Oh, mother, can't his ears be mended?"

"I'm afraid not, Peggy. We've just got to wait and see."

She looked so bewildered and shocked that in spite of myself my own lips trembled, and without warning, my head went down on the piano. Margaret slipped off the piano stool and put her arms around my neck. Jack stood beside us wonderingly. At the touch of my daughter's soft, little arms the last bitterness melted away. I raised my head, smiled a trembly smile, and swept my two darlings up together. Then we all sat down in a heap on the floor and laughed.

"We're going to help brother, so that he will learn to talk by and by. We'll teach him to watch our lips and understand what we say. It's because he cannot hear other people talk that he doesn't talk himself, Peggy. Babies learn from listening to the grown people around them. So it takes deaf children a long time to be taught to speak. They have to learn how to move their tongues the right way, with somebody to teach them exactly what to do."

"But he will learn some time, won't he?" asked Margaret, piteously.

"Oh, yes!" How strong my voice sounded! And how confident I felt. "And, let me tell you, girlie. Suppose we help brother all we can right now. There are lots of things we can do."

"What?" asked Margaret.

"Well, we don't know, really, how deaf he is. You can't tell with a little child. He may have some hearing, and we may be able to exercise it and make it grow a little. So we will talk in his ear sometimes, and call to him from across the

room, and whistle and sing and play the piano when he is near. And we can talk to him while he is watching our lips, and so teach him to watch our mouths. That is the way deaf children understand.

"And we can teach Jack to use his hands, and oh, all sorts of things. You can help a lot, Peggy, because you remember the things you did in kindergarten. When he is a little older, we'll have him play the kindergarten plays. And we'll talk to him always as if he could hear. Remember that, Peggy. We must not think about his deafness any more than we can help. And we musn't talk about it to other people, because we don't want them to feel sorry for Jack. He's going to be a big, fine, strong, brave boy, that can talk and understand people and do everything! So!"

"And do everything!" echoed Margaret. "You bet he will!"

NOVEMBER 7.

There is no doubt that Jack is beginning to read my lips. He can understand several words. He knows what I mean when I say "Come!" I began at first by just saying the word and holding out my arms. Of course, the extended arms conveyed the meaning without the word, but I always said the word, and one day I tried saying, "Come!" without making a motion, and he trotted across the room like a little lamb. I was happier than I have been since I learned he was deaf. Just one word, but it meant speech, human intercourse, life. I remembered that the first sentence Helen Keller's teacher spelled into her hand was, "I love Helen." So I said to Jack, "I love you," and hugged him. And when Margaret came in she said, "I love you," and hugged him.

His lip-reading vocabulary increased steadily from that beginning. I would say, "Come to mother," and Margaret would say, "Come to sister." I taught her to be sure and see that the light was on her face when she spoke to him, because a deaf person cannot read the lips of one who stands with his back to the light. And I told her not to make a motion or gesture to indicate her meaning.

He has learned to understand "sister" and "mother" and "papa." I say, "Where's mother?" "Here's mother!"

and point to myself. "Where's papa?" "Where's sister?" Each time I show him the person indicated. I hold him before the mirror and point to his own image, then turn his face to mine while I say "Jack," then point to my own face in the glass and say, "mother." I have done that so often that he knows the words even when the person they indicate is not in the room. When I say "Papa's coming soon," he laughs, and I am sure he knows what I mean.

All day long I am pointing things out to him and calling them by name—"apple," "spoon," "shoe," "boy," "baby," "horse," "automobile," "water," "window," "tree," "bird."

I was handicapped at first, because I did not know what words would be hard for him to understand and what would be easy. THE VOLTA REVIEW helped me greatly at this point. I studied Miss Bruhn's "Manual of Lip-Reading" and practised the syllables before a mirror. They were like an open sesame to a mine of wonderful knowledge that I can use to help Jack. As I said them over—*fo-mo-so; fa-fe-fo; so-sa-se*—I began to realize that certain sounds are formed with a visible movement of the lips; that certain vowels are wide open and easy to distinguish, and others are made with only a slight opening of the lips, which makes them look alike. I learned the lip positions for *sh* and *th* and *wh*, and realized, from watching my own mouth, that words beginning with those sounds would be easy to understand. I learned that *m*, *b*, and *p* look exactly alike, but that words containing these letters are generally easy to lip-read.

I found out that there is a teacher of lip-reading here in town and I went to see her. She has agreed to put me through the whole course in a short time, not to teach me to read the lips, but to teach me the theory of lip-reading and some of the principles. Oh, how one thing leads to another!

NOVEMBER 15.

We have decided that Jack has enough hearing to recognize a sharp noise a few feet from his ear. He turns instantly when I ring the dinner bell loudly about two feet away, and he can hear the motor horn from a distance of fifteen feet.

I try to exercise his hearing in as many ways as I can contrive. Today I took a pasteboard roll that came around a calendar and held it against his ear and spoke loudly into it. I am almost certain that he heard me, although, of course, he would feel my breath, anyhow. I keep the roll on the table all the time and try it every now and then, laughing as if it were a game, and he likes it. I believe that is an important item—to take the necessary steps for his development as part of a game. When I sing to him I put my lips close to his ear, and he lies quite still, as if listening. Margaret sings in his ear, too. She catches an idea instantly. I have seen her put her head down near Jack and talk to him, holding his little hand against her throat. She is quite wonderful about helping him with the lip-reading.

Robert feels differently. He is absolutely unreconciled, and cherishes a sense of shame that he tries to conceal from me. It is a terrible disappointment and cross for him to have a deaf son. He can't get used to it. It gives him a feeling of alienation and strangeness. He will pick Jack up, caress him passionately for a few minutes, talk to him uncertainly, and then put him down abruptly and walk away. I wish he wouldn't act so, for Jack feels it, and I don't want him to have a hostile feeling for his father. I don't dare say anything for fear of making it worse, and Robert thinks I don't know. He is still hoping that the doctors will do something. He is not interested in my educational attempts. I tried to talk to him at first, in my early enthusiasm over lip-reading, but he was horrified.

"Why in the world do you want to begin to treat him like a deaf child so soon? Good heavens, wait until we know something for sure!"

"But, Robert, that's just it. We can't afford to wait. The little things I can do for him now will count up immeasurably by the time he is six years old and begins to talk!"

"Six years old! You don't think it will be that long before he talks?"

"Of course it will be that long before he talks plainly, although, if I can possibly manage it, I am going to get a teacher

for him or send him to school when he is four; but now, the job is mine."

Robert began to pace the floor nervously. For the first time I realized how far I had traveled in my acceptance of Jack's deafness and how that acceptance has developed my philosophy. Robert is bitter and protesting still.

"Deaf and dumb," he said, "deaf and dumb!"

"Oh, no," I cried eagerly. "They don't say that any more. They don't even use the word 'dumb.' They are teaching most of the deaf children to talk, these days. Robert, go to one of the oral schools, won't you, and see?"

He looked at me for a moment in silent agony and uncomprehension and went out of the house. It makes a barrier between us. I believe he really thinks I don't care. I must just bide my time. Men have to be educated slowly.

Thank heaven for the thousands of little things I do every day. They keep me from brooding. I am so close to Jack I almost *see* his thoughts, and his lack of speech does not separate him from me. But more than that, the little things I do for him—training his hearing, teaching him to read my lips, teaching him to notice color and form in the world about him—all help to lessen the pain of his deafness. I must help Robert to understand that and give him something to do for Jack.

A new task added to my overflowing list of tasks. But thank God for an occupied mind.

#### NOVEMBER 25.

Jack and I are both making great strides in lip-reading. He understands "I love you" so well now that if I say it to him when he is across the room he will run to me and put his arms around my neck. He understands "Come," and "No, no," and "Go to sleep," and "horse," and "cow." These last he learned when we went down to the farm for a day and I showed him the animals, and even set him up on Bill, the quiet, steady old horse. Jack isn't a bit timid. He will go anywhere, investigate anything, accept any amusement that is proffered. After we came home I bought a little horse and cow at the ten-cent store and told him

the names again. He can read either from my lips now, and when I say "Bring me the horse" or "Bring me the cow," he will do so, never mistaking one for the other.

He has learned these words simply from constant repetition on my part. I have the habit now of talking to him a great deal about anything at all, and he watches my lips without having to be coaxed. I never talk baby talk, and I always speak as if he could hear, quite naturally, although a little more slowly, always making sure that the light comes from behind him and shines on my face.

"Come to mother. Come and play. Let's play with the little horse. Where's the horse? Get the horse, Jack. Let's go outdoors. Let's take the horse out for a walk. Get your coat and let's go. Where's Jack's coat?" I say all of this naturally, seizing the moment when he looks into my face to see what I am going to do next. I say, "Where's the coat?" and then I take it down from its hook and say, "Here's the coat! Here's Jack's little coat." And then I put it on him and we go out. I don't expect him to understand, but I want him to get used to watching me and to become accustomed to language. I have a theory that if a deaf baby is talked to naturally and a great deal, he will learn much from lip-reading, just as an ordinary baby learns speech from listening to the talk of grown people. A hearing baby does not talk all at once, but only after months and months of listening to those around him. So I believe that months of watching will help Jack at least to understand speech.

#### DECEMBER 1.

Jack is learning the colors. He knows red, blue, and yellow. It was great fun for us both when he began to learn them. I started with skeins of worsted, two red ones and two blue ones, in my big knitting bag. I put my hand in the bag and drew out a red skein. Jack laughed at the bright color. Then I held the bag open so that he could see inside, and put my hand in again, stirred the skeins around and again drew out the red one and held it up. Then I held the bag out to him, and he immediately put his hand in and

drew out a red skein. I hugged him in my delight. I laid the skein in my lap, opened the bag, looked in carefully, and drew out the other red one, matching it with the one in my lap. Then I put one back, showed him the other one, and indicated that he was to find the mate. He did so without hesitation. I hugged him again. Then I put both skeins back in the bag and drew out a blue one. He put his hand in and pulled out a red one. I said, "No, no," slowly and quietly, and put the red one back, taking out the blue one and matching it with the blue one in my lap. Then I put it into the bag again, and this time he understood and pulled out the blue one.

We played this game of red and blue until he knew both colors thoroughly. I varied it in many ways. Sometimes I held both a red and a blue skein behind me, then drew forth one of them, indicating that he was to find the mate in the bag. Later, to make this more difficult, I merely showed it to him, and then put it out of sight and let him find the mate from memory. Then we took the red skein and went through the house, matching it with everything red we could find. When Margaret came home she held the skeins while I rolled them up into balls, and Jack learned to read "red" and "blue" from our lips.

#### DECEMBER 5.

Color work offers many possibilities. I bought a box of kindergarten blocks, 27 of them, in three colors—red, blue, and yellow—all fitting together in a neat cube. We sat on the floor, on a little rug, and I turned the box upside down, drew the lid out from under, and slipped the box gently up, leaving the pile of blocks intact and smooth. Then, one by one, I lifted off those in the top layer, which happened to be red, and after that the blue and the yellow, Jack helping me. We laid each color in a group on the rug, and then I stirred them all up in a pile and began to sort them out by colors, putting the nine of each color together in a square. It was no trouble at all for Jack to catch the idea, but he liked the mixing-up process better, and was prone to stir them around and interrupt the sorting before it was completed. Then

I would say, "No, no," and straighten them out. He soon learned to lay all of one color in a layer and pile another layer on top until he had the blocks in the cube form again. Then I would turn the box over them, slip the lid under, and turn it right side up.

We play a number of games with these blocks. Sometimes I place them all around the room—two or three on the seat of each chair, some on the floor in corners, some under the table, making Jack understand that he must sit perfectly still until I am ready. Then I go to one of the chairs, look the blocks over, select a red one, carry it back to the rug, hunt for the other red ones, arrange them neatly together on the rug, and so on, until I have the whole nine in a square. Then I give Jack the signal, starting him with a blue block, and he immediately understands that he is to collect the blue ones from around the room and make the blue layer. He trots excitedly back and forth until he has completed all three layers. Then I pile them up and put them away, for I do not give him too much of one thing at a time. He likes that game and has played it so often that I can hide the blocks almost out of sight and he will hunt until he has all of one color, building the square as he goes.

#### DECEMBER 26.

We had a gay little Christmas, Jack's first real one, as he was too small last year to notice very much. Robert went shopping with me, as usual, and I had to head him off from buying a great many improbable things for Jack. He has seemed to realize the fact of Jack's deafness more, of late, probably because he has watched me playing games with him, and it has aroused in him an impulse to "make up" to the baby by giving him things. He wanted to set up a big tree, for instance, with candles.

"I believe Jack would notice the lights," said Robert, and, remembering Jack's absorbed pursuit of red and yellow blocks hidden under chairs and tables, I opined that he would, but I made Robert compromise on a smaller tree and fewer candles; and I fairly coerced him in the matter of toys, trying to keep him down to a reasonable limit. I cannot believe

that a lot of *things*, even the most delightful ones, are what Jack needs just now. We got some picture blocks and a little sled, some enchantingly realistic stuffed animals, a big linen book with gay pictures, and a horn, and a little music-box. The latter sounds incongruous, but I think the horn will exercise Jack's breathing and the music-box *may* exercise his hearing; also, Robert was inordinately pleased to buy them. We bought a mouth harp, too, while we were about it, and a small xylophone! For some unknown reason, the last-mentioned instrument of torture interested Jack more than any of his other toys, and he hammered upon it practically all day yesterday. If he takes to the mouth harp, also, I foresee an harassed future for myself; but Jack's pleasure in the xylophone and Robert's interest in seeing him perform upon it are ample compensation for a superfluity of noise.

Robert is still very shy in approaching Jack, and more or less hostile toward my efforts at teaching, but I have seen him watching me furtively and a little wistfully when I talked to the baby, as if he might have tried it, too, had any one persuaded him. I am afraid to hurry him, though. He will come around to the right attitude in time. He pulled Jack about the walks on the new sled all morning, and I think there must have been some silent communion between them, for both looked contented when they came in.

#### JANUARY 2.

A new year begun, or, rather, grown insensibly out of the old. There are no beginnings, really, for today is the child of yesterday. I can already see tiny evidences of painstaking yesterdays in the accomplishments of my small son. He reads many new words from the lips, he has proved that he can hear his Christmas horn from across the room, and he has added green to his list of colors, although he cannot yet read the word itself from the lips.

He is also learning to control his breath. I read about the breathing exercises given to deaf children, and the difficulty teachers sometimes have in teaching a child to inhale through the nose and exhale through the mouth. I

had no trouble inducing Jack to blow. We blew bits of paper off the table and off the backs of our hands. We made paper windmills and blew them around. Then, following Mrs. Bickler's suggestion, I tried regulating the volume of breath by letting Jack blow out different sizes of candles—a very tiny birthday-cake candle, a larger Christmas-tree candle, and a big tallow candle. And, quite suddenly, I understood about “*f*” and “*p*” and how they are taught to a deaf child. The sounds are nothing but breath and positions of the lips. I am crazy to try to teach Jack to say “*far*.” I know I could, but the commands against the mother's meddling with her child's speech are so many and so loud, I refrain.

Anyhow, Jack is learning to breathe inward through his nose and exhale very nicely through his mouth. I made him understand by holding the back of his hand a little way in front of my lips while I exhaled, and then in front of his own mouth. When we have been playing in the house for half an hour or so, we slip on sweaters and go out on the porch and take in several long, slow breaths, filling our lungs full and exhaling quietly. Jack performs this feat as solemnly as a little owl.

But that doesn't mean that we play in the house all day. We are out of doors a part of every day, and Jack takes his afternoon nap on the sleeping porch.

#### JANUARY 8.

This teaching business is a serious thing. It is definite work. It gets definite results. It takes definite time. There is no hocus-pocus about it. I have had to do a lot of rearranging in my life; and how I do like it! I am just beginning to realize my own possibilities. I had been living so at haphazard—a daily round of housework, sewing, caring for the children, playing with Robert—no plan, no method, no perspective. The constant presence and reminder of a deaf child who must and shall be taught, who is growing daily in intelligence and in demands for intelligent occupation, is forcing me to revolutionize my way of life. It is true that Jack is too little to be taught for an hour, but he has to be taught intermittently for about ten hours

every day, and that requires that my other duties be so arranged as to leave a wide margin to my time.

It would seem as though the mother of today should have more time to spare than *her* mother had. I don't do half the sewing mother used to do. She made frilly aprons for me when I went to school, elaborate affairs with tatting and rick-rack and lace, and she made everything else that I wore, too, except my shoes and stockings. I buy all of Margaret's dresses ready made; she has never had an apron; and she wears knickerbockers to play in. Mother used to spend 20 minutes every morning curling my hair around her finger. Margaret's hair is straight and docked short, and she brushes it herself. Mother used to do endless baking and cooking. Her Sunday dinner was positively orgiastic; it used to take us all Sunday morning to get it and all Sunday afternoon to get over it. My meals are less hectic and a good deal more healthful.

All of which should give me more time to myself than mother used to have. But mother wasn't expected to read two newspapers a day and remember what was in them. She didn't have to carry the map of the Verdun sector in her head and know the names of all the generals in 20 different armies. She wasn't expected to knit helmets and take a First Aid course and sell Liberty Bonds. Nobody demanded that she be able to pronounce Tschaikowsky and Villa and Turgenyev, expound the political maxims of Treitschke, and remember that De Bussy was not a face powder. I have to do all of these things and take care of a house and a husband and teach a deaf baby besides.

The only way I can do it is by a process of systematic elimination, which, I hasten to add, is no hardship, really, for all my life I have loved to *get rid* of things. I don't let things accumulate around the house—dirt, work, old clothes, old newspapers, and magazines. There isn't a magazine over three months old in the house, and though Robert sometimes laments the September *Harper's* or the January 2 *Literary Digest*, I find the clear spaces on the shelves and library table exceedingly restful. I don't keep old



clothes around waiting for a free mending day. I never *have* a free day to devote to nothing but mending; so when a garment is so old that it cannot be used without considerable fixing over, I give it away. That isn't extravagance, it's self-defense. I cannot be pestered by the perpetual reminder of things I haven't done. They drag me down just when I need suppleness and mental agility to keep up with Jack's demands.

I'm not horrid and priggish and old-maidy about it. There is enough friendly litter around the house to make the place seem like home, and I respect Robert's passion for saving seed catalogues, of which he acquires an appalling collection every year; but those are things for which I am not responsible. I don't even dust them. The things I throw away are the ones that cry, "Come and sew me. Come and dust me," when I want to do more interesting tasks.

Besides, when Robert is through with the seed catalogues I can use the pictures for Jack(!).

Ordinarily, I finish my daily housework by 9 in the morning, and then I have from 9 to 11.30 and from 2 until 5.30 to divide between my own private enterprises and amusements and a growing, engrossing little boy.

#### JANUARY 26.

It still seems to get on Robert's nerves to watch me teaching Jack. He will look on for a few minutes while I say, "Bring me the red one," "Bring me the blue one," in patient repetition; then he will give a quick sigh, as if he could not stand it any longer, and walk out of the room. I have seen him, once or twice, try to talk to Jack the way I do; but he uses words Jack doesn't know and the result is distress for both of them. I am hoping he will notice Jack's progress in lip-reading, which is more marked than any other result of my teaching. Jack knows a great many words and is able to understand several phrases.

He understands "eyes," "nose," and "mouth," and will indicate correctly when I say, "Show me your eyes," "Show me your mouth." That has taken three weeks or more. When I held him in my lap, with his eyes fixed on mine, I would

say, "See mother's eyes," "See mother's mouth," "Jack's nose," "Jack's eyes," "Jack's mouth," always pointing to the feature in question.

At the table I tell him the names of things: "potato," "bread," "apple," "spoon." As soon as I begin drilling Jack on a new word, Margaret catches the idea, and in a short time she has added that word permanently to his vocabulary. Jack watches my face constantly and always looks at me when I expect him to pay attention. I call to him by tapping on the floor with my foot. I never wave my hands or arms at him nor make gestures when I talk to him, and, curiously enough, he does not make many gestures to me; but he tries awfully hard to talk.

I make every little duty of Jack's day a vehicle for lip-reading, and he watches new words every day as well as the old ones repeated many times. Margaret talks to him while she is dressing him in the morning.

"Come, Jack. Come to sister. Where are your clothes?"

I don't know whether he reads her lips or not, but he catches the idea, for he runs to the little chair where his apparel is hung over night.

"Bring me your shirt. Bring me your shoes." He still confuses "shirt" with "shoes," but he always understands "shoes" when the articles mentioned are in sight. He has added "brown" to his list of colors, and will bring his "red stockings" at Margaret's command.

Margaret takes him into the bath-room, and, through the register in the kitchen where I am working, I can hear her talk as she washes him.

"Show me your face," says Margaret every morning. "Wash your face." "The wash-cloth goes around and around." "Show me your hands." "Wash your hands." "Where is the soap?" "Where is the towel?" "That's mother's towel. Where is Jack's towel?" "Where is the brush?" "Let sister brush Jack's hair."

And when they have come downstairs, with shining morning faces, and are at the breakfast table, Jack's education goes on. "Do you want an orange?" "Do you want a banana?" "Do you want some oatmeal?" "Give mother some bread." "Give mother a spoon."

Thanks to my lip-reading lessons, I know how to choose new words for his lip-reading vocabulary.

For instance, I was saved from trying to teach him the word "kitty," which has no visible formation except a misleading up and down movement of the tongue, and "cake" and "cooky," of which one sees only the vowels. These words will be added to his lip-reading vocabulary after he learns to speak them, and, anyhow, the delicacies named have not yet been placed on Jack's dietary.

FEBRUARY 15.

How the days fly! How Jack is growing! How much I am learning! How much I have to learn!

Each day there comes thronging a host of perfectly new ideas—so simple, so obvious, and oftentimes so supremely important, I wonder why in the world I did not think of them before. And when I stop to reflect upon all the ideas that are still hovering around, that have not yet come to me, I get excited. What does that remind me of? Oh, yes! In Maeterlinck's *Blue Bird*, the children who are waiting in the Land of Unborn Children to make the journey to earth carry with them "*ideas which people have not yet had.*" Think of all the unborn ideas about teaching the deaf! The work is still so young there is a mystery, an enchantment, about it, mingled with the pathos.

Not that it's all poetry by any means!

I have discovered that Jack has enough hearing to hear my voice when I sing very close to his ear. Today I put my lips against his right ear and sang,

"La-la, la-la, la-la, la-la,"

and all of a sudden he kneeled up in my lap and put his lips against my ear and said, "la, la, la," without the accent, but with good voice and intonation. I was utterly astounded and trembled with a passion of delight. It was so unexpected and so wonderful that my mind leaped away on a journey of magical surmise. Is that the beginning of speech? Are his ears getting better? I could not get him to do it again, which was disappointing, but I know I didn't dream it.

He moved his tongue so easily that it

seemed to me as if I must help him to keep that flexibility; so now we have tongue exercises often every day—moving the tongue up and down in the mouth, as when saying "la, la, la"; moving it from right to left, horizontally; thrusting it out and putting it back; curling and uncurling the tip, and keeping it perfectly still in various positions.

We take other exercises, too. We march a great deal, around the house and out of doors, and Jack never misses a step, and he can mark time by himself, now, keeping the accent with his left foot, as Margaret taught him to do. We do gymnastics, also, for muscular rhythm and control. Jack is able to follow me in many simple movements, placing his hands on his hips and stretching his arms outward and back, upward and back, outward and forward and down; and he can step forward and back, sideways and back, rise on his tip-toes and on his heels, keeping time perfectly. Sometimes we do these by ourselves, but Jack enjoys them more when Margaret lines the children up and they all take the exercises together. Jack loves to imitate the little girls that come to play with Margaret, and they learn from Margaret how to talk to him. I don't mind having people know he is deaf half so much as I did at first. Everybody has accepted the fact to some extent, but all my friends have, to a surprising degree, adopted my attitude toward his infirmity.

That, by the way, is worth noting. I used to be afraid my friends would pity me and my little boy, but that was when I was engulfed in self-pity myself. Now that I have acquired a sturdy complacency in the matter, I find that, instead of feeling sorry for him—oh, they *are* sorry, but they don't rub it in—they are interested in my efforts and ready to admire Jack's small achievements. When my enthusiasm carries me away and I try to explain to a group of women how I go about teaching Jack, and they see for themselves how he understands me, instead of saying, "What a pity!" they all cry, "Isn't it wonderful!" Which, as a psychological effect, is very stimulating.

MARCH 2.

There are so many games to play, so

many interesting things for a little deaf boy to do, and one thing leads to another in such a fascinating way that Jack is busy and happy all day long. I wonder if that is why he is so good. He is almost pathetically good. His only naughtinesses occur on the occasions when I, myself, am irritated or cross or impatient, and he reacts instantly to my influence. At which, naturally, I am ashamed, and make haste to get back to normal.

I have never had to bother much about discipline. I asked Robert why he thought it was, and he said I didn't give Jack time to be bad. I hope I am not too insistent a trainer. All I have done has been to watch Jack, notice where his inclinations seemed to lead him, and then make use of what I learned. For instance; one day when I was writing a letter in my room and wished to be quiet, I gave Jack his colored blocks to play with; but they failed to hold his interest, and presently, when I looked around, I found him sitting on the floor beside a partly opened bureau drawer quietly lifting the contents out of it, one by one, and scattering them on the rug. As the said contents happened to be my clean lingerie, my first impulse was to chastise the small busybody. Then I decided that he hadn't really hurt anything and that if he wanted to take things out of a drawer and scatter them about, I might make the pastime legitimate. I sat down beside him and said, "No, no. Let's put the things back," and induced him to restore the contents of the drawer. Then I led him to the chiffonier, the bottom drawer of which takes the place of a rag-bag and is one of my concessions to the universal impulse to hoard. It is full of little and big rolls of cloth, silk, cotton, wool, cambric, velvet—all colors and kinds. It offered the best color-lesson I could have devised and I wondered that I had not thought of it before.

"Look, Jack," said I. "Red, blue, brown, yellow. Look! Put the red ones here—all the red ones. See how many! Put the blue ones here. So many blue ones! And here's a brown one and a yellow one. Put the yellow ones all together."

I began taking the little rolls out of the drawer and arranging them on the

rug, and Jack instantly caught the idea. I went back to my letter in peace, and he took every scrap out of that drawer and piled the colors together, without making a mistake. I watched him hesitate over a little roll of plaid and finally, after wavering over the brown pile, placed it on the pile of red ones, for it really did have more red in it than anything else.

Jack seems to like to sort things. He will play with the checkers, and with red, white, and blue ivory counters, sorting them and mixing them up and sorting them again.

I bought a box of large colored beads, as big around as my thumb, with big holes in them, and he strings these on a piece of bright-colored zephyr with a blunt-pointed kindergarten needle. Oddly enough, he does this better than a little girl of five who comes to play with him sometimes. She strings the colors indiscriminately, but Jack will take first a red one and then a blue one, when I show him how to string them alternately, and will keep on alternating the whole string, with very few mistakes. I believe that is because he has had training in noticing and sorting the colors. He will string spools of different sizes, too—first a large one and then a small one—on a heavy cord; and gaily painted wooden beads in the form of spheres and cubes and cylinders. I have not yet given him small beads or buttons or straws, because I am sure they would be too hard on his nerves unless I lead to them gradually.

But these quiet indoor games are only for a small part of the day. There is a big basket-ball that goes out into the yard every day and a kiddie car that goes out when there is not enough snow for the new sled. Sometimes Jack plays happily by himself or with little Marie from next door; sometimes I go with him. When I am along, everything we play leads to lip-reading. The ball has taught him the difference between "up" and "down." I throw it up into the air, saying to him,

"The ball went up." Then, when it has come down again,

"The ball came down."

Then I toss Marie up.

"Marie went up! Marie came down."

Then Jack:

"Jack went up! Jack came down."

I used the words "up" and "down" so often that he soon learned what they meant, and now he will obey when I say, "Throw the ball up," "Throw the ball down."

"Fast" and "slow" were also easily learned. The first time I said the words to him I was turning a jumping-rope for Margaret and Marie. As my arm moved deliberately, I said to Jack, "Slow." And when Margaret commanded, "Pepper!" I said, "Fast!" and swung the rope rapidly. Every time I changed the tempo I repeated the words "fast" and "slow."

Again, when I was pulling Jack on his sled, I walked slowly and said, "S-l-o-w." Then I accelerated my pace and, looking back at him, remarked, "Fast." After awhile, as we walked hand in hand toward the house, I said, "Slow," and then, "Fast," walking rapidly. I repeated those words many times in the course of a few days, and now Jack will walk or swing his arms or bat his eyelids or move his tongue "fast" or "slow" at my command.

Doing so many amusing and active and intelligent and interesting things every day, he doesn't "have time to be bad." That's a fact.

#### MARCH 23.

We have had rainy weather for a week, and Jack has been in the house more than usual. He has improved the occasion by learning a complicated animal game, which I invented at the spur of a moment, and which has expanded to include lip-reading, color-work, and memory and sight training. These high-sounding pedagogical terms, however, are only another name for "fun."

I bought a sheet of gray bristol board and cut it into pieces five by eight inches. On these I pasted big colored pictures of animals that I found in books and magazines and catalogues, and even agricultural bulletins. I started with a horse and a cow, having two of each exactly alike. Jack already knew how to read those words from the lips, and would respond when I said, "Give me the horse," or "Give me the cow." Then I gave him a picture of each, keeping the mates. I would hold mine behind me, draw one out for a moment and let him glance at it, and then indicate that he was to hold up the mate to the one I had shown him.

He has played that game with the colored worsted and colored blocks so many times that he understood without difficulty.

Then I added two dogs to the set, and continued in the same way. Then I stood three pictures up against the baseboard, and, while Jack hid his eyes, I removed one, and replaced it by the mate that Jack held. Once was enough to show him what I wanted; the next time, when I set them up and removed the cow, he turned and, quick as a flash, added his own cow. We would sit on the floor with our backs to each other, taking turns in setting up our animals. Jack would set his three up against the wall, and remove one while I turned my back; then I would turn around and, looking to see which one was gone, replace it with its mate.

Gradually I increased the number of pictures to six—adding a cat, a rabbit, and a squirrel. Jack became so expert that we played as fast as we could move. I would hide a picture; Jack would whirl around, study the row a minute, whirl back to his own pile of pictures, which he had laid on the rug in front of him, select the mate to the picture I had removed, fling himself on his little stomach and stand the picture up, and then clap his hands with joy.

The animals were such a success that I made a set of cards with six birds which I cut from the Audubon Society bulletin—a cardinal, a bluejay, a goldfinch, a Baltimore oriole, a purple finch, and a scarlet tanager—all brightly colored and each very different from the others. We played this just as we had played the animal game. Then I made a set with pictures of vegetables that I stole from Robert's seed catalogues. I always selected large, vividly colored pictures with simple outlines, so that the differences between them would be very apparent.

I see more and more clearly how one thing leads to another in this training. Jack could never have understood the requirements of such a game or remembered the colors and outlines of these pictures so quickly and well if he had not been taught to notice the difference between a red cube and a blue one, a large spool and a small one, a roll of yellow cambric and a roll of red.

When I wash the dishes in the morning I lay all the silver in a pile together on a tray, and let Jack stand on a chair beside the table and sort it out, putting spoons and knives and forks in separate groups. Then I place another chair beside the silver drawer, with a foot-stool beside it, so that he can climb easily; and he carries in knives, forks, and spoons and lays them in their separate compartments in the drawer. It takes four times as long as if I did it myself, but it doesn't hinder my work so very much, and I think it is more important for Jack to be happily and intelligently employed than for my work to get done with efficiency and speed.

APRIL 10.

One of my dearest wishes is to be gratified. Jack is going to have a room. It is only my little sewing-room fixed over with some new paper and a few bits of carpentry; but it will help me immeasurably in training him. I have so wanted, before he grew older, to provide a place for his small belongings and teach him to take care of his things. His picture cards and books and balls are not kept in accessible places, his clothes are on hooks too high for him to reach, and he could never learn to wash his own hands at the high washstand in the bathroom. A carpenter is here today running shelves along one end of the room and putting in a coat rod and some low hooks in the closet. I shall get a broad, low table and some little chairs, and have the carpenter make a small, low stand to hold a little wash-bowl and pitcher, and with some gay little curtains and rag rugs Jack's room will be a dear.

I have never outgrown my childish delight in *little* things, and I remember how I used to want a little bureau and washstand of my own when I was a tiny girl. I remember, too, how I coveted a place to put my things out of the way of disrespectful grown-ups. My toys were thrown helter-skelter into a dark closet at cleaning times, my books were crowded into the bottom shelf of the library table, my dresses were hung indiscriminately on any available hook in mother's closet, and I had to struggle—poor, inarticulate child—for an identity. I once dragged a

strawberry crate upstairs from the cellar and set it up in a corner of mother's room to hold my little books, and protested so fiercely against all efforts to dislodge it that it was allowed to stay. The memory of that strawberry-crate bookcase has never left me, and I have tried to make up for it, so far as I could, with my own children. Margaret has had her own little room ever since she was three years old.

I had the carpenter make some small frames today, eight by ten inches, like the frame of a slate. I am going to make a Montessori set for Jack, to teach him to button and unbutton and hook and unhook and fasten and unfasten and tie and untie. Perhaps he could learn these actions by means of his own shoes and garters and coats, but I like the pictures of the little frames in the Montessori books, and the experiment is a simple one to try. On one frame I shall tack pieces of cloth, to be buttoned together down the middle with large pearl buttons, and another will be fastened with smaller buttons and buttonholes. One frame will have heavier cloth, to be fastened with snap fasteners; another with large hooks and eyes; one with smaller hooks and eyes; one, covered with pieces of old shoes, will button up with shoe buttons; another will lace with shoe laces, and the last will be tied with bows of ribbon. I shall try Jack with one of these frames at a time, until he has mastered them all, and I am sure it will be very good training for his little fingers.

We are out of doors a great deal, these mild spring days. It's house-cleaning time, but I would so much rather stay out and watch Ronald MacDonald spading up the garden. Ronald MacDonald, who sounds like Percy's *Reliques*, is a big, raw-boned Scotchman. He came originally from the Helping Hand Institute, but is now a sort of family institution—a gentle, aimless, child-loving ne'er-do-well, who is more at home with birds and flowers and babies than he is with the thrifty ways of his countrymen. I have turned Jack over to him while I clean closets—plague take them.

I looked out the window a while ago and watched Ronald MacDonald pointing a blue-jay out to Jack.

"Could we have a bit of a white rag, ma'am?" called Ronald MacDonald (I cannot bear to relinquish one syllable of his name) when I looked out.

"Why, yes," I replied. "Tell Jack to look at me." Jack looked up. "Come, Jack," I said.

He shook his head vigorously. Out-of-doors and Ronald MacDonald were more pleasing to him than any imaginable occupation in the house.

"Come," I said again, and a pair of dragging little feet turned and mounted the back steps. He did not know what I wanted. I could not tell him. He may have thought I meant for him to come into the house and stay, and he did not wish to come; but he came, nevertheless. It was the first real exhibition of obedience that I remember to have had from him, and I am inordinately proud of it.

I gave him a strip of white muslin, supposing that Ronald MacDonald wanted to tie up a rose bush or something. Then I led Jack to the window and called to the old Scotchman, "Tell him to come."

"Come, Jack," said he, and Jack went this time like a flash.

I looked out a few minutes later and saw Ronald MacDonald tearing the white muslin into narrow strips and hanging them on the crimson rambler that grows over the back fence. He gave Jack some of the strips and held him up to hang them over the lower branches of the apple and plum trees. I began to understand what it was all about, and abandoned my closet to sit down and watch. Ronald MacDonald left his spade and withdrew with Jack to the doorway of the woodshed. Presently the jay returned, fussed around the yard for a few minutes, and then seized a strip of rag and made off with it. Jack sat as still as a little statue, watching. The jay made journey after journey until she had carried off all the bits of muslin. It was pretty to see the little boy sitting so quietly and intently. Ronald MacDonald has attained something that I, with all my Montessori reading, have not been able to accomplish—he has kept Jack in a position of absolute immobility for five minutes at a time.

When the jay had made the last trip,

Ronald swung Jack up on his shoulder, and strode easily over the back fence and through the vacant lot across the alley. There is a big osage-orange tree at one end of the lot, and I presume the jay was building there, for Ronald stood pointing upward into the branches, while Jack gazed fascinatedly in the direction he indicated.

Back in the yard again, Jack seemed to be very much excited about something. He pointed to the blue-jay and made desperate efforts to tell Ronald MacDonald what was on his mind. It hurts me to see him try to talk. He makes the correct lip-movements, so far as he can see them, of the words he has learned to read from the lips, and sometimes accompanies them with a garbled noise that is not in the least like the sound of the word. Often I can read from his lips what he is trying to say.

He ran into the house and came upstairs as fast as he could, and began vehemently to tell me something of tremendous moment. I could make nothing of it except the lip-motions for the word "blue." I thought and thought, Jack getting more and more excited, and at last he caught hold of my dress and pulled me toward my writing desk, in the drawer of which I keep his sets of bird and animal pictures. Wondering and stupid with the immense stupidity of adults, I drew out the pictures. He seized them, spread them out on the floor, shuffled them about and hunted until he found the picture of the blue-jay, which he held up triumphantly, pointing out into the yard. He remembered it! The darling! He hastened out to show the picture to Ronald MacDonald, and I stood for a moment, marveling.

#### APRIL 20.

Jack's room is all fixed and in working order. It looks charming. The floor was not good enough to wax, so I had it painted gray. The woodwork and the outside frame of the shelves are white; the shelves are gray to match the floor. There are two little rag rugs, blue and white, and strips of blue and white Japanese toweling at the windows. The low table and the little chairs and wash-stand and a cheap little chiffonier I painted

gray, with narrow white stripes around the edges and down the legs. The wall-paper has a fine blue stripe. I bought a white enameled pitcher and bowl at the ten-cent store, and some little coat-hangers, and then the pretty little room was all ready.

Jack helped me hang his clothes on the hooks, slip the coats on the hangers, stow toys and boxes on the shelves. He trotted back and forth, bursting with pride and self-importance. I managed to slip in some lip-reading as we worked. Jack can read from my lips the names of many of his articles of wearing apparel now, so I piled all the things on the table in his room, and then stood by the closet door and told him to bring them to me.

"Bring me your brown coat. Bring me your blue coat. Bring me your blue suit. Bring me your brown suit. Bring me your white suit. Bring me your black shoes. Bring me your brown shoes. Bring me your brown hat. Bring me your white hat. Bring me your night gown. Bring me your wrapper. Bring me your slippers." He made mistakes in reading the names of the articles at times, but he never failed to understand the color.

When shelves and drawers and closet were arranged to our satisfaction, Jack had his first lesson in washing his own hands and face. I poured the water out for him, but I let him handle the soap and wash-cloth and towel by himself, and very slow and sober he was throughout the undertaking. It took a great deal of self-control for me to stand still and watch him struggle with the unaccustomed motions, instead of washing him capably myself. I dried his hands at the last because he could not quite manage the towel, but he obviously resented my interference even that first time. His independence is beginning to develop.

#### MAY 3.

Our back yard is a joy. It is only an ordinary city back yard, 60 feet square, but Ronald MacDonald and Robert have labored happily to make it habitable for birds and humans. There are jonquils up and down the center path, around the porch is an irregular stretch of flaming tulips, and all sorts of enchanting green

things are coming up in corners. The wild grapevine that makes the alley fence a thing of beauty is almost in full leaf. A wild grapevine in the spring is the sweetest thing in the world. I wonder if I can teach Jack to smell it!

Robert has put up a wren box and a blue-bird box, and Jack and I sat quietly on the steps this morning, watching a fussy little wren carry a great quantity of sticks into the blue-bird box, cramming it full, although I don't believe he has the slightest intention of renting it for the summer, and I doubt if he even has a mate.

I used to wonder, last winter, if I were working Jack too hard—giving him too many pictures to look at, too many things to sort out and handle and carry and think about and read from my lips; but now I see so many results of that training that I know I did the right thing. He notices colors in the yard; the brilliant flash of a cardinal, a blue-bird's lovely skyey tints, the yellow and red of the tulips. And his memory is astounding. Yesterday an oriole paused for a swift, flaming moment on a branch of the apple tree, flew to the top of the wren box and, resting there, sang his heart out for joy of the spring. Remembering the blue-jay, I wondered what Jack would do. He watched the oriole, and then looked up at me. I smiled and nodded, he chuckled, moved his lips for "yellow," and ran into the house. I waited. He was gone a long time, but finally he came back with the picture of the Baltimore oriole. I was prepared for it, and yet the thing was so amazing that I could only thrill at the wonder of it.

I told Robert about it last night. He sat and stared at me as if he did not believe me. I went and got the picture cards and showed them to him. He turned them over silently, while I related the episode of Ronald MacDonald and the blue-jay, and Jack's passionate determination to find the right picture. As I talked, Robert got up and began to walk restlessly around the room. Then he came and stood beside me, and, glancing up, I saw, to my utter consternation, that his eyes were full of tears.

"Margey," he said, slowly. "Margey—somehow—I'm ashamed."

"Why, Rob," I exclaimed. It was so unlike him that I did not know what to think.

"I've been all wrong," he went on huskily. "I've left it all to you, and you've done such wonders. I—I'm ashamed."

So that was my reward—an overwhelming one, indeed. But I can't have Robert feeling that way. It's time for me to do something. He's only a great boy, after all, and I've been neglecting one of my boys for the other one.

JUNE 10.

The days are rushing by. I don't need to invent so many games and play for Jack nowadays as I did in the winter. A few rules and a certain amount of routine are necessary; but it is idiotic to stay in the house when one has the slightest excuse to get out of doors, and I believe the open-air school will do Jack more good than my admirably constituted play-room, which, like all things in life, isn't half so important since I have it as it was when I didn't have it. Besides, as I said, I want to help Robert know Jack. I want to try experiments. I know that if I can just get Robert interested, thoroughly interested, I shall have a powerful ally in teaching Jack. And I need an ally.

I am too close to Jack, too understanding. His mind needs friction of a sort. I want to find out whether the reason he is so good with me is because he is disciplined or because I never make difficulties for him, but, on the contrary, am always smoothing difficulties away.

So I have instituted the family picnic! Robert and I used to go to the woods every Sunday, but we gave up the custom after Jack came, and I had to resurrect it. We had our first picnic last Sunday, going out on the trolley with an unobtrusive luncheon done up in a paste-board box. Half the ordinary misery of picnics comes from the half-bushel baskets of doughnuts and fried chicken and chocolate cake that people insist on carrying. Robert and I will have none of these things. With a collapsible saucepan to make cocoa in, potatoes to bake in the ashes, some bread and butter and apples and nuts and raisins, we have a

luncheon that requires about ten minutes to pack and is eminently satisfactory to all four of us.

And so last Sunday we started out. I was excited. I was eager to restore the family balance, destroyed for a period by my too great devotion to the son of the family. I really have neglected both Robert and Margaret for Jack, and I am just beginning to realize the fact. I don't believe I have hurt Jack or spoiled him by so doing, but certainly he must not learn to think that he is always first.

We took the trolley and got off at a little station two miles from anywhere. We followed an old road that Robert and I used to know well. It runs along the edge of a river at the bottom of a small canyon with irregular, sloping sides. The woods were all delicate young green and thrillingly alive with the quaint, small housekeeping that was going on all around us. There were May flowers and wild ginger.

Margaret and Jack capered ahead, crazy with delight; Robert and I followed more slowly, drawing nearer together mentally than we have been for months. How a breath of real air does drive the cobwebs from one's spirit! I had been thinking along one line for too long. The deadly efficiency I was developing with reference to Jack was numbing the rest of my brain, and the woods thrilled me awake.

Robert stepped out buoyantly. What an idiot I've been, allowing us to be separated from one another's thoughts, when all we needed was to take a real walk together!

Soon I was carrying the lunch-box, while Robert stopped to investigate a rotten stump. He gave it a tug, it parted in the middle, and one side fell back on the ground, revealing a million, more or less, of swarming ants, scurrying to convey their eggs and larvæ to safety. Jack and Margaret stood watching them with absorbed interest. Indeed, Jack could scarcely be prevailed upon to leave them, but kept running back to crouch over the stump for one more look.

To most persons a rotten tree is a rotten tree, an unsightly thing that should be destroyed; to Robert it is a source of mystery and joy, and he can never pass



one without investigating it. We came to a tall old sycamore stump, honey-combed with woodpecker's holes, and with a big hollow near the top. Robert poked around at the base, then looked up at the hole and remarked:

"Watch and see what comes out."

Margaret and Jack stood watching eagerly. Robert gave the stump several sharp raps with a heavy stick, and suddenly a brown head was thrust forth, with an angry, indignant glare of yellow eyes. There was a whir of wings, a brief glimpse of a short, thick body, and a screech-owl darted out and flew away through the woods. Both the children stepped back so abruptly that they sat down hard on the ground, their eyes as round and startled as the owl's. Robert turned over the pile of little round pellets at the foot of the stump and pulled some of them apart, displaying the tiny skulls of mice and rats, the claws of a crawfish, the skull and bones of a mole, that the owl had regurgitated.

The children watched him enchanted, and from that time they attached themselves to him like burrs. I became merely the happy carrier of the lunch, while they investigated tree and bush and rock. Margaret has been on these excursions before, and it took her only a few minutes to adjust herself. Soon she was worming her way into a wild rose bush to peer into a brown thrasher's nest that was just on a level with her head, or begging Robert to hold her up to see the two white eggs on a mourning dove's flimsy platform; and Jack followed her lead with passionate eagerness. They ran after Robert like two puppies, stopping when he stopped—now to watch a nut-hatch running up and down a tree trunk, quick, light, daintily sure; now to follow a ruby-crowned kinglet, most exquisite of tiny birds, making its quiet little way over the branches of a wild apple tree. They stood by while Robert turned up stones to look for snakes and "leggy things," as Margaret called the hellgrammites he showed them in the mud at the edge of the water. As they went on, Jack slipped his hand quite naturally into Robert's, Robert's fingers curled around the small ones, and my heart contracted with joy so keen that it was pain.

Robert built the fire on a big rock near the edge of the creek—a hot, quick fire, that made plenty of ashes to bake the potatoes. While the potatoes baked and I tended the cocoa and set out the lunch, Robert showed the children how to skip stones across the water, and started the erection of an elaborate dam across a branch of the creek that rippled down the canyon side.

After we had eaten our lunch and burned the papers and picnic dishes—for Robert religiously enforces the inviolable law of the camp, "fix up afterwards"—they went on with the dam, Jack and Margaret toiling industriously and getting their feet wet and their stockings muddy; and I lay down in the shade, feeling blissfully irresponsible and joyfully content.

JULY 1.

I believe that the main secret of teaching a deaf child is to have an end in view and lead up to it by doing the same thing many times in an *interesting* way. When I wish to teach Jack to read a new word from my lips, I say it to him forty times a day, *not in senseless repetition*, but in the course of games and plays. In attempting to train his hearing, I talk in his ear, not with an air of premeditated effort, but casually and by the way. He does hear my voice, I am convinced, and has approximated several sounds, particularly "far" and "lar" and "ba-ba." I believe these could be utilized right now in the formation of words if I only were sure of my ground. I talk to him through the paste-board roll or through a hearing tube, which is much better. Sometimes I sing to him through the tube, or blow the horn near the mouthpiece. We play hide and seek, and when it is my turn to hide I blow the horn and Jack finds me by following the sound. We have to do that in the house, as he cannot hear it when it is more than fifteen feet away. I try to invent new ways to exercise his hearing, and I always try to make them interesting to him.

Another end that I have in view is the attainment of balance and muscular control, and these are not to be gained by haphazard methods nor in spasmodic

ways. He *must* learn to walk correctly, to carry things without dropping them, to pour liquids without spilling them, to handle large and small objects with efficient hands. Like all deaf children, he is lacking in power to balance his body perfectly, but I believe that this may be counteracted by exercise.

Marie showed me how to begin. I learn as much from the children as I teach them. She and Jack were busy in the sand pile, pouring sand out of an old tin measuring cup into some baking-powder cans, and Marie, who is a very bossy little girl, was exhorting Jack not to spill.

"No, no," she said again and again, when he scattered sand about in his hurry, and she showed him, with capable gestures, that he must pour carefully and not spill sand on the sidewalk. I think she was playing that the sand was strawberry jam, for she had watched her mother, that day, pouring hot fruit from a big kettle into a row of jars; but whatever it was she had in her small mind, she put an idea into mine. I went down into the cellar and brought up a dozen small catsup bottles and carried them out to the sand pile.

"Here, Marie," said I. "Why don't you play you are putting up catsup and pour the sand into these bottles? Here is a little funnel for each of you, and remember that when you pour out catsup you musn't spill a bit. It all has to go into the bottles."

Marie was charmed, and soon the two of them were diligently pouring sand through the funnels, both making exaggerated efforts not to spill. They filled bottles for an hour, apparently never tiring of the exercise.

The next day, amusedly conscious that most mothers would think me insane, I gave them water to pour, with strict orders that they musn't spill. Each had a pint cup and a funnel and a row of bottles, and they poured and poured, with the mysterious satisfaction that children find in endlessly repeating an agreeable game.

It seemed to me that the lifting and pouring would help Jack to learn to control the muscles of his hands and arms, and in order that he might apply the lesson and not think it merely a game, I

let him begin that very afternoon to pour the water out for himself when he washed at his little wash-stand. Hitherto, I have filled the bowl for him, but this time I put some water in the pitcher and allowed him to carry it into his room and empty it into the bowl, and he did it very neatly, spilling only a few drops. He noticed those and looked up at me. I shook my head, smilingly, and said:

"You must not spill the water." Of course, he did not understand the words, but he knew what I meant, and the idea of handling a liquid carefully was born in his mind.

He has a small wheelbarrow that he delights to load up and wheel about the yard. I was weeding a neglected bean patch today and Jack wheeled all the weeds down to the back walk and through the gate and into the vacant lot across the alley, where he dumped them out. He worked competently and importantly until we had cleared out all the weeds. I find many little ways for him to fetch and carry for me and help me in my work, and he so enjoys it that I am sure it is better for him than waiting for me to supply him with manufactured amusements.

Very often Jack and Margaret and I eat our luncheon out in the back yard. I gather things together in the kitchen and Jack carries knives and spoons and plates and cups out to the low table under the apple tree, where Margaret arranges them. Jack is so accustomed to watching my lips at any and all times that I talk to him continually when he comes in on these errands.

"Help sister lay the cloth. We'll put the blue cloth on the table. See the blue-birds" (the "cloth" is a runner of Japanese toweling covered with blue-birds). "Take out the cups. Three cups—one for mother, one for Jack, one for sister. Three plates—one for mother, one for Jack, one for sister. Three forks—one, two, three. Three spoons. Carry out the bread. Carry out the apple-sauce. Be careful, don't spill. Carry out the tomatoes. The tomatoes are red. The lemons are yellow. The potatoes are hot. The lemonade is cold."

Lunch under the apple tree is enlivened by watching the bird bath that Robert

set up on a post in the middle of the yard. Jack and Margaret will pause, glass in hand, to watch a robin or a king-bird taking a bath. We are often visited by a tame squirrel, too, for whom we keep a supply of hickory nuts on hand. When we see him coming toward us by uneasy stages and with many false alarms and withdrawals, Jack will slip down from his chair and steal softly into the house and bring out a handful of nuts, and we soon have Mr. Squirrel eating greedily and suspiciously within a few feet of us. The wild things are teaching Jack habits I could never teach him—the ability to sit perfectly still, to move without noise, to keep his eyes fixed on one spot for several minutes at a time.

After we have finished lunch, I wash the dishes out under the tree, and Margaret wipes them and Jack carries them into the house. Housekeeping is much more fun out in the yard than it is indoors.

#### AUGUST 24.

We have been here at the farm for nearly a month, and Jack and Margaret have been growing brown and rosy and strong. We are living in a screened tent in the orchard, and are out-of-doors every single minute. Jack hunts eggs, feeds the chickens, watches the milking, and plays with Bennie, the foreman's little boy. It is just a year since we were here last, and I am amazed, as I think back, to see the progress Jack has made. It is not merely that he is a year older; he shows development and the evidences of training. In many ways he is more intelligent and more quick to notice and obey than Bennie, who is several months older and can hear, and when it comes to carrying or handling things, Jack is much the more efficient. When they fill the pans of water in the chicken yard, Jack carries his easily and smoothly, without splashing it about; Bennie has spilled half of his before he gets it through the gate. I don't mean to preen myself and adopt the pernicious my-child-the-best attitude, but I *am* happy to realize that I have been getting results.

Jack is capable of standing quietly to watch a bird or insect; Bennie's attention cannot always be secured, even by

the allurements of a coaxing voice. This morning I found a cicada on the trunk of one of the apple trees. It was the wingless pupa, and there was a crack down the back of it which told me that the winged insect was about to emerge. I called to Jack and Bennie, who were playing by the tent, and they both came running, but two minutes of watching was all that Bennie could stand. He wandered off again toward the fence. Jack, who has learned to stand quietly and look at a bird or a squirrel, was fascinated by the bright, beady eyes that appeared through the rent in the chrysalis. Slowly the fat, wet body crawled out; very, very slowly the wings unfolded. I detached the empty skin from the tree trunk and showed it to Jack. He held it wonderingly in his little hand, and looked from it to the cicada, which was gradually unfurling its broad wings. I had no way of explaining it to him, but he watched, he saw something, he partly understood, and Bennie, who might have learned all about it, was bored. But enough of comparisons. Bennie is very good for Jack in some ways, being endowed with an immense fund of energy, which leads them both far afield, and sometimes, I am afraid, gets them into mischief.

Jack was so ready to watch the cicada that I looked about for other insects that might catch his attention. I found a sand-wasp hovering near the fence, and Jack and I stood at a safe distance and saw it circle slowly downward in a cautious, irregular spiral, until it reached the bare, sandy place where its burrow was. It alighted on the ground and began to tunnel through the barricade of sand it always throws up at the mouth of its hole when it goes away. The sand flew out in a tiny whirlwind, which Jack, crouching near, watched interestedly. The round entrance of the burrow appeared, and the wasp crawled in and began throwing sand behind it to plug the entrance until all traces of the hole were covered again.

We watched the honey-bees among the clover, and followed them back to the hive. We saw the bumblebees rob the honeysuckle on the porch, and once we watched a bumblebee driven from his

poaching and thoroughly routed by a beligerent humming-bird. I longed to be able to explain to Jack what a thief the bumblebee was, stealing honey from the bottom of the flower cup and carrying away no pollen to pay for his feast.

I wish passionately for language to tell Jack things. His lip-reading is really wonderful; but, of course, he understands only single words and selected phrases, and I want to talk to him and tell him all the wonders of the world! It is hard to be going so slowly.

But that is better than not going ahead at all.

#### SEPTEMBER 30.

Home again and back to our daily routine. Jack and I have regular lessons now, for an hour every day, in his playroom. I found many new games and exercises in *THE VOLTA REVIEW*, I gained some ideas by visiting a kindergarten for several mornings, and I have several definite aims in mind. I believe thoroughly in the touch training that is advocated by the Montessori teachers and is almost universal in schools for the deaf, and I have ventured to attempt it with Jack. His hands must be trained to delicate perception of differences and similarities, so that, when he commences to learn speech, he can tell one vibration of the vocal cords from another, through his finger tips alone.

We are working from the large to the small. The first lessons were very easy. We sat on little chairs by the kindergarten table, where I had placed Jack's little horse and a rubber doll and the engine of a train of cars. I held up the horse, then put it back with the others. Then I blindfolded myself, felt among the three toys, found the horse, felt it carefully all over, and lifted it up. Next, I blindfolded Jack and let him find the horse. Taking each of the three objects in turn, I would hold it up, show it to him, then blindfold him and let him find it by touch. After that I let him feel each with the blindfold on and then find it with his eyes open.

This was, of course, quite easy for him. I merely wanted to make him understand this new game, and when he had learned what I wished him to do, we

proceeded to more similar objects and more numerous groups of them—a cube, a rubber ball, a spool, a darning-egg, an emery bag. I would select one, show it to him, then blindfold him and let him feel among the group on the table and find the selected object by touch. Next, he was allowed to feel a thing while he was blindfolded and find it with his eyes open. From that stage we passed to the next one, and he learned to keep the blindfold on during the whole process, feeling the object and finding it again by touching it.

The next things we used for this game were some small lead animals that I bought at the ten-cent store and which were much more difficult to distinguish from each other.

We spend ten or fifteen minutes at this sort of thing every day. Then we get up and do calisthenics and breathing exercises for five minutes.

Jack reads many of the commands for these exercises from my lips: "Hands on hips," "Arms outward," "Arms forward," "Arms upward," "Hands down," and as I always count when we do them, he is learning the numbers up to five.

#### OCTOBER 19.

The touch training progresses. Jack can now identify by touch spools of different sizes, from the very little one that holds 500 thread to the big one that is used for basting thread, and blocks of different sizes and shapes. Sometimes he matches these in pairs when blindfolded. I mix them up in a heap on the table and he selects the two that are alike and places them together.

The other day I tried putting a bowl of pecans and English walnuts in front of him and letting him separate them when blindfolded, placing each kind in a separate bowl. He enjoyed doing it, and now he is able to separate three varieties of nuts, remembering in which bowl each kind belongs.

We have started scissors games, too. As soon as he learns to use a pair of scissors properly, there will be many games and exercises for him to learn. I bought two pairs of blunt pointed kindergarten scissors; not the very small ones, which are too little to be of any use, but the

five-inch size. We haven't tried to cut anything out yet, but just "snip" small pieces of paper, cutting off small bits, so that Jack's fingers will learn to control the scissors. I was at a loss, at first, to know what to do with our snippings. It did not seem to me right or sensible to have a child cut and cut and then sweep up the result of his work and put it into the stove. As I reasoned it to myself, there should be some immediate purpose in the exercises I give him, since he cannot see ahead and understand the end I have in view, which makes of the day's work merely a preparatory exercise. So we are stuffing a cushion with the snippings, and when it is full Jack will have learned how to hold a pair of scissors and will have made a cushion besides. The cushion will be presented to Margaret for her doll buggy.

Jack can button and unbutton several of the Montessori frames now and fasten the snap fasteners and is learning to use the button-hook.

Another play-room exercise is putting together picture puzzles. I started with very simple ones, cut in four pieces, and showed Jack how to fit them together, and now he can arrange one of eight or ten pieces. I use large pictures, 8 by 10 inches, pasting them on heavy cardboard and cutting them with a very sharp-pointed knife. I bought him a set of picture blocks, too, each block having a part of a picture on each of its faces, there being six pictures in all.

Still another picture game is played with a set of cards that I made myself, copying the idea from "Authors." The cards are 3 by 4 inches, and there are 24 of them. I pasted on them pictures of birds, animals, fishes, flowers, and trees, in pairs, two of each thing just alike. We shuffle these and deal them out, and then draw from each other's hands, matching pairs; and the one who first matches all of his cards "beats." As soon as he has mastered this game, it will be quite easy to go on to sets of four and six, with dissimilar pictures of the same variety of objects; as, for instance, 48 cards in sets of six—six birds, six flowers, six houses, six dogs, six cats, etc.

Robert and I hunt for the pictures and cut them out in the evenings, and he is

as interested as I am and makes capital suggestions. He is taking over Jack's physical training, too, and puts him through all sorts of stunts every morning—teaching Jack to lift himself by his hands, to turn somersaults, to hang by his feet from Robert's shoulders. Jack crawls all over his father now and pommels him joyously. Thank heaven, the barrier between them is down.

#### NOVEMBER 11.

Jack has become quite expert with a pair of scissors now, and is able to cut along a ruled line. I bought some squares of colored kindergarten paper and ruled it into strips four inches long and half an inch wide and taught Jack to make paper chains. These delighted him, and he has decorated the play-room with many-colored chains. The first one he made with a single color; then I showed him how to alternate blue and yellow, and now he can run three colors together without making a mistake—red, green, and yellow, or red, white, and blue.

The touch training is fascinating. His little fingers have become so sensitive and obedient that he can distinguish, when blindfolded, between different grains: rice, corn, oats, wheat, and feterita; and between meals and cereals: oat-meal, corn meal, flaked hominy, and various kinds of dry, prepared breakfast foods. I place a number of cups of these before him, two cups of each grain, and he feels them all and arranges the pairs together when blindfolded; or sometimes I let him feel one and then, with his eyes open, tell me which one of a group he felt.

He can tell the difference between various kinds of cloth: cotton, wool, silk, corduroy, velvet. Two sets of these I pasted flat on cards, and he has learned to identify them by merely running his fingers over them and arranging them in pairs. One set I fastened by the corners in an embroidery frame. I have loose pieces to match those in the frame. I blindfold him, let him feel one of the loose pieces, then hand him the frame, and he finds the mate to the one he has just felt.

The indispensable preliminary to these exercises is clean hands, for the fingertips are not sensitive when they are soiled.

I noticed that Jack enjoyed feeling the corduroy strip and would run his fingers over it with evident pleasure, while he seemed to dislike the rough wool. That gave me an idea. I made some cards with one, two, and three narrow strips of velvet pasted on them. I let him feel one of them blindfolded and then tell me, by sight, which one he had felt. He distinguished easily between them, and so I added cards with four and five strips, and in that way he is learning to distinguish numbers by touch.

This touch training will be of great benefit to him when he begins to learn to talk and must distinguish between one vibration of the vocal cords and another by placing his hand on his teacher's throat.

I made a wooden frame like the Montessori frames, about 10 by 15 inches, and fastened across it tightly stretched thread, string, and cord of different thicknesses. I showed Jack how to run his thumb and forefinger gently over one of these cords to feel the thickness; then I blindfolded him and allowed him to feel them all until he identified the one he had felt the first time. He is still practising on this frame, which, I am sure, is a good preliminary to exercises in "feeling" musical notes and the high and low tones of the voice.

#### MARCH 21.

It is a year and a half since I made that memorable visit to the school for the deaf in New York. I wasn't willing to admit then that Jack was deaf. I had not learned how to talk to him nor how to treat his infirmity. He was still groping in the dark, and we had almost no means of communicating with him. Robert and I were helpless in the face of our child's misfortune.

Jack is three and a half now, and while he is not a prodigy by any means, he is gaining each month in poise, understanding, self-control, lip-reading ability, and physical strength and beauty. The things I have done for him have been so slight, so often ill-considered; my way has been so fumbling and so faltering, that I am surprised, myself, at what I have accomplished. The constant repetition of very many little things has worked wonders. I name over each branch of the work in which I have tried to help him and I can see progress in every one.

In lip-reading, a year and a half ago, both Jack and I were helpless. I scarcely knew what it was; I had never dreamed of trying to show Jack how to understand what I said. Now he understands the names of all the common things about the house; he will obey many little commands; he can lip-read all the colors, and also the numbers from one to eight; he understands such words as "high" and "low," "up" and "down," "sweet" and "sour," "warm" and "cold," "large" and "small," "fast" and "slow." He has learned to watch the face of a person who is talking, and when he begins to acquire language through speech and reading, his lip-reading ability will increase with great bounds. I think that is the most important thing I have taught him. In Mr. Story's book, "Speech-Reading and Speech for the Deaf," speech-reading comes before speech, and I am sure that is the natural process. Speech-reading gives a child language, and language must come before there is any inclination to form spoken words.

In the touch-training, I have gone ahead blindly. It was a new thing to me, I scarcely understood the principle of it, and I did not at all know how to begin. We have gone a long way since the morning I first let him "feel" the rubber doll and the train of cars. Yesterday I gave him cards on which I had glued half-inch squares of corduroy, from one to eight squares on a card. I let him run his fingers over each of these cards and then find it again, by touch alone, from among a number of others. He did this over and over without a mistake and with an interest and satisfaction that seemed to come in some mysterious way from the pleasure of using his finger tips.

The sight training has made Jack very quick to see and notice differences. The sets of picture cards have been of invaluable aid to me, and he always enjoys the games we play with them. Where at first I used only a few cards with very dissimilar pictures, now we have elaborate sets with pictures that are much alike: shells of different kinds, fishes of different species, flowers, trees, horses.

Robert has been putting Jack through a systematic course of gymnastics, and

Jack is already learning to use a turning pole and a small trapeze.

Jack's hearing is improving slowly, but steadily. Not that it is anything to speak of, even now, but regular exercise has helped, I am sure. He can hear and understand several words when they are spoken loudly through the paste-board roll: "apple," "papa," "mother," "baby," "up," and he says "up" and "apple" quite plainly. He uses his voice naturally and with very little effort, and moves his tongue easily. I didn't even think of tongue movements a year and a half ago!

Oh, he has gained! It has been worth while and it will be worth while to go on. I have much to learn. A professional teacher would probably have understood his needs better and would have known better how to supply them; but I have learned much in the course of teaching Jack and I look forward to next year's work with confidence.

I have not yet decided what to do about next year. Jack will be four in October, and I planned to get a teacher for him or send him to school when he was four; but I can't bear to give him up. It's not right to send him away from me during all the years of his childhood. It can't be right. Yet that is what all mothers say, and those who keep their children too long at home are unmindful of their children's good. So they say, the wise teachers who know.

Oh, what is best?

I *won't* worry about it. I long ago gave over worrying about what was to become of Jack. The way will open out when the time comes.

MAY 6.

I had a caller today, a Mrs. Benton, who has a little deaf girl five years old. She had heard of Jack, and of how I was teaching him, and she actually brought her child to me and begged me to take her as a pupil! It was the crowning astonishment of my life. That anybody should think I knew enough to teach, really teach, not just play about from one thing to another, as I have done with Jack—I was overcome.

Mrs. Benton was wonder-struck at the way Jack reads my lips and obeys commands. Her little girl cannot understand

anything that is said to her. I showed the mother Jack's play-room and his picture games, the Montessori frames, and all my other little devices, and she sat down and implored me, with tears in her eyes, to teach her child. And when I refused, she wanted me to show *her*, the mother, how to do it! She told me of a friend of hers who has two deaf children—one a boy of twelve, in the State school for the deaf, and another boy, who is four. Mrs. Benton wishes to bring this woman to see Jack. Her praise and admiration are overwhelming, because when a mother will admit that some other child is better trained than *her* child, she must be very deeply impressed.

When I told Robert about her, he said that all of us parents of deaf children should get together and talk over our problems and experiences, and then he suggested that we send and hire a private teacher to come next fall and take our three children, each of us paying one-third of her salary. I am delighted at the suggestion. It will enable me to keep Jack at home with me and still have him properly taught, and besides it will give him the constant incentive and stimulus of association with other children.

Things *do* open out!

MAY 10.

I had a second shock today. Mrs. Benton, who seems to have awakened quite suddenly to her responsibilities as the mother of a deaf child, called me up over the phone, and asked me to go with her and two other mothers before the Board of Education and plead with them for the establishment of a school for the deaf here in town. She said her husband has visited the superintendent of schools, and that the latter is open to conviction in the matter. She wants me to take Jack and show what he can do! She was so insistent over the phone that I consented before I knew what I was saying; but imagine my making a speech, and with my son as the Horrible Example!

MAY 16.

I did it. I faced six non-committal, you'll-have-to-show-me business men across a table, and I talked. I told them

what it meant to have a deaf child. I told them what it meant to a child to be deaf. I explained to them why a deaf child could not talk without being specially trained, and I described the future that the untrained deaf child has to meet. I told them why the oral method is ten thousand times better than the "combined" method that is used in our State school. I told them how it hurt a mother to have to send her child away from her for nine years of his life, and then have him come back to her unable to speak or understand her speech. I described to them the day schools for the deaf that are being started in many of our largest cities. And then I called Jack to me from across the room. All the time he had been sitting quietly on Robert's knee watching me. I said to him, with no hint of my inward trembling, "Come, Jack." He slipped down from Robert's lap and trotted across to me.

He is always obedient and un-self-conscious; but would he remember his lessons here in this strange room, with all the people watching him?

"Where is your mouth?" He pointed promptly.

"Show me your eyes."

"Show me your nose."

"Walk."

"Run."

"Run fast."

He obeyed each command with smiling readiness, although he looked at me as if to wonder what it was all about. I took some pictures out of my bag and held them up, so that all the room could see.

"Show me the bluebird."

"Show me the red flower."

"Show me the apple."

He indicated each without a moment's hesitation. I pointed to the apple.

"What is that?"

"Ap-ple," replied Jack, instantly.

"Where is papa?"

"Where is mother?"

"Show me your brown shoes."

"Stand up."

"Sit down."

He obeyed so promptly that one of the members of the board asked, "Is he deaf?"

"He has not heard my voice at all," I replied. "That is lip-reading that he is showing you."

"It's remarkable," replied the board member. "Remarkable."

I had intended to stop there, but I thought that such applause deserved an encore, so I took out the frame with the fine and heavy cords stretched on it, blindfolded Jack, and ran his fingers gently across one of the cords. Then I unfastened several of the cords and rearranged them, putting them in different positions on the frame; after which I handed the frame to Jack, who felt each cord, running it between thumb and forefinger until he came to the one he had felt before, and stopped there, triumphantly. As he proceeded, I explained the meaning of the touch training and its advantages. Then I gave Jack the number cards, let him feel the number five card, shuffled it into a bunch with six others, and handed him all of them. He ran his little fingers over each one and held up the five card.

Then we made our bow and retired, and, by some psychological transmission too subtle to describe, I knew that we had won our fight. There will be red tape and a lot of talking, but the day school for the deaf is started on its devious way toward this town. And Jack started it.

As Robert and I loitered on the way to bed tonight, I spoke out something that had been vaguely in my mind all day.

"Rob, I wonder—do you suppose that Jack's deafness—no, not his deafness itself; nothing can ever really compensate for that—but the way we have met it and conquered our own aversion and learned to deal with it—don't you think there's a kind of missionarying about it? Haven't we brought a lot of good to other people, showing them how deafness isn't really so very terrible when it is rightly met? And then all the little children that will come to this school and learn to talk—Jack has done all of that, really—our little deaf boy."

"Our little deaf boy," said Robert, "and his mother."

I didn't deserve it; but—I *am* happy tonight.



## EDITORIAL COMMENT

### A NEGLECTED OPPORTUNITY

TEACHERS OF ADVANCED GRADES in schools for deaf children often expend much time and thought in securing material that will encourage their pupils to love reading. Newspapers, popular magazines, stories, novels, publications of all sorts are utilized in the effort to achieve this final result that testifies to the real education of their students.

One wonders, sometimes, at their neglect of the material that lies so close at hand in *THE VOLTA REVIEW*.

"Oh, there is nothing in *that* that would interest my pupils!" do you say? Well, let us see.

Did you ever see a deaf child who was not interested in other deaf children? Show a photograph of any child to a group of deaf children and allow them to ask questions about it. Almost invariably one of the first queries is, "Is he deaf?" Pay a visit to another school for the deaf and go back and tell your pupils about it. Is not their interest in their work vastly stimulated by the fact that other deaf children, somewhere else, are doing the same sort of things, and perhaps doing them better? Let a deaf woman who is an expert lip-reader walk into a class of deaf children. Let them see you talk to her, see that she understands you readily, and that you laugh and chat easily and pleasantly. Then tell your pupils that she is deaf, and that she is understanding you by means of lip-reading. Is not their interest, both in their guest and in their own lip-reading, increased a hundred-fold?

To go no further back than the January, 1921, issue of *THE VOLTA REVIEW*, we venture to assert that any deaf children sufficiently advanced to be able to understand the first article, "Before and After—Lip-Reading," would find it absorbing. Furthermore, in a good school it could be appreciated by more classes than the one about to graduate!

Turn to page 5, "New Superintendents of Schools for the Deaf." Interested? Of course they are; particularly when they see that three of the young men whose pictures and biographies are given are the sons of deaf parents.

Printed books seven hundred years old; aids to hearing in the schools of Rochester, N. Y., and Chefoo, China; "The Friendly Corner"; the education of the deaf; infectious diseases and deafness, work for hard-of-hearing children in the public schools of Lynn; progress in the Virginia, Florida, and Ontario schools: Is there not material in abundance?

How many teachers of advanced grades use the practise exercises for classes in lip-reading that are so eagerly devoured and instantly applied by teachers of lip-reading to adults? Would not the children find the same sort of work both entertaining and profitable?

Picking up the February number: How much do your pupils know about the Association of which Dr. Harris Taylor has been elected President? You have doubtless taught them that Alexander Graham Bell invented the telephone, but do they know that that same Dr. Bell has given hours, days, probably years of his time, and thousands of dollars of his money in efforts to give *them* a better education? If they do not, have you not failed them somewhere?

"The New Club-House of the Toledo League for the Hard of Hearing." Isn't it attractive? Wouldn't the children love to belong to a club like that? Oh, but one cannot join a club for the hard of hearing unless one can speak "fluently, intelligently, and intelligibly!" And one must be a good lip-reader. The clubs do not allow signs, and if one cannot use good English, he will not be welcome!

Have you seized *that* opportunity, Teacher?

Recently a deaf pupil in a high school for hearing children subscribed for *THE VOLTA REVIEW*. This is a part of the letter that accompanied the subscription:

I am an only deaf student among those who hear in the — High School. I sometimes become discouraged regarding the future in spite of my very good success in school.

My teacher tried to tell me that the world has many pleasant things in it. She showed me a very inspiring piece of prose in one of the numbers of *THE VOLTA REVIEW*.

I exclaimed, "Why, that is the kind of magazine I want!"

I became more and more interested in reading her magazines until everything seems more

pleasant for me and I am really very happy. They give me courage, happiness, and ambition. In my judgment, this *Review* is the best and the most valuable book ever issued in the interest of the deaf.

THINK IT OVER.

#### EXTENDING THE WORK FOR THE HARD OF HEARING

The American Association for the Hard of Hearing is the national federation of organizations for the hard of hearing, and welcomes to its membership not only members of local societies, but any one who is interested in promoting the study of speech-reading, in bettering industrial conditions for the deafened, or in any other means by which the disadvantages of deafness may be overcome.

No one who has these problems at heart should allow himself to forget that a great meeting of the American Association for the Hard of Hearing is being planned for the first week in June, 1921. The convention is to be held in Boston, and it is hoped that every section of the United States and Canada will be well represented among the delegates. The co-operation of the Speech-Readers' Guild of Boston is assured, and the charm and hospitality of the new Guild House on Commonwealth Avenue will be not the least among the pleasures of the meeting.

The annual gathering of the American Medical Association will be held in Boston at the same time, and it is hoped that great interest in constructive work for the hard of hearing may be aroused among the physicians present. In fact, a joint session of the Otological Section of the American Medical Association and the Association for the Hard of Hearing is being arranged.

Further details of the preparations for the meeting will be announced later. Meanwhile, bear the date in mind and make your plans to attend.

#### HELP THE TURKISH SCHOOL

The account given by Miss Willard, in her letter on page 142, of the situation in Turkey and Greece must arouse the sympathy of every one who has the slightest comprehension of the condition of an uneducated deaf child. It is earnestly hoped

that this sympathy may find prompt expression in an outpouring of gifts that will enable the work to be begun anew.

#### ANOTHER LITTLE CORNER

Any one who accepts Mrs. Porter's invitation for Monday afternoons, to visit her studio, 126 East 56th Street, New York City, will realize that another strong strand is being wound into the cable already uniting in a common ideal those working for the deafened. Interest is the only admission fee.

It is an opportunity to "get together" for an informal hour, to learn of the devious lines upon which such work is being so enthusiastically and successfully developed throughout the country. The bound volumes of *THE VOLTA REVIEW* are a delightful fund of information that should not be neglected as a guide.

As a result of the first week, Mrs. Porter reports one new subscriber for *THE VOLTA REVIEW*; five new members of the American Association for the Hard of Hearing; also the aroused interest of several out-of-town people in hearing of the extensive work at the New York League for the Hard of Hearing. Evidently a beginning in the right direction.

The studio is appealingly artistic in old Italian reds and blues; resting one's spirit after the confusion of the busy thoroughfare near by. The genuine human interest and warmth of the personal welcome completes the atmosphere of the picture.

On Mondays, during the month of January, Mrs. Porter gave special addresses; a rare opportunity for speech-readers, as the talks were informal, full of life, with a fine interplay of humor and pathos and human appeal. In February the weekly lectures were conducted by prominent teachers of speech-reading, some from New York and some from other cities.

Only those who have personally experienced deafness can realize the daily, hourly temptation to narrow one's interests. This world is the plane for human contacts and only by them can we grow.

It is little-souled to sit down in introspective inaction. We have no right to emphasize the limitations of our possible usefulness until we have exhausted every

opportunity for stimulus, fresh inspiration, clearer insight and broader vision. Only by each one of us bearing her share in solving the problems of the deafened can the limitations be transmuted into infinite possibilities of growth.

Can we afford to lose this opportunity so generously extended to us? As some one said to a deaf friend, "Even if you do not care to be associated with the deaf, did it never occur to you that some deaf person might care to be associated with you?"

As I sat in the studio last Monday my eyes wandered over the faces on which were written life's variations. Next me sat a woman interested in architectural problems; across the aisle one who writes with discernment; near by one whose singing gives real pleasure; another whose life is dedicated to nameless services for others; one, a charming girl in the twenties, whose life of weal or woe stretching out ahead depends on her interpretation of her deafness.

The faces made me rejoice that there is yet another little corner, with the lamp trimmed and burning, where we can light our torches, remembering the promise of the Spirit, "where two or three are gathered together in My name."

ISABEL GIBSON BROWNE.

#### THIS REALLY HAPPENED!

I was on my way to study lip-reading in the Kinzie School and my train out of Washington was several hours late, so that it was after 11 in the evening when I reached the Broad Street Station in Philadelphia. I had not asked to be met at the depot, as I had fully expected to arrive at a much earlier hour. It was apparently too late to go to the Speech-Reading Club, but my room had been engaged in advance and I was greatly averse to the task of seeking a hotel late at night in a strange city. I decided to try to telephone Miss Kinzie. Now I really am not very deaf in direct conversation, yet I can no longer obtain satisfactory service from the telephone. So I asked the woman at the Travelers' Aid desk if she would talk for me, explaining, of course, that I could not hear much over the wires.

Miss T. A. seemed really exasperated at my request. She said, "I don't see why you can't use the 'phone, when you seem to understand me perfectly!" Evidently she had no deaf friends; at any rate, she did not know that there are *de-grees* and *degrees* of deafness. So I said that I would try to telephone, and she assented, with the air that, of course, it was the only plausible thing for me to do! I gave the required number, but could not understand a single word of the answer. Miss T. A. had evidently been watching me, for she came over at once, wearing a much more sympathetic expression, and took charge of the conversation. Miss Kinzie sent word for me to come right to the club-house, and within a very few moments I entered the door of that center where deafness ceases to be a cause for embarrassment.

NELLIE I. STEVENSON.

#### DEDICATION OF THE SPEECH-READERS' GUILD OF BOSTON

On Friday afternoon, January 21, the Speech-Readers' Guild of Boston celebrated the fifth anniversary of the founding of the society by dedicating its new club-house at 339 Commonwealth Avenue. The whole "Guild House," as it is called, was open to members for the first time, and as the long procession, led by the charter members, filed through the halls they rejoiced in the many beautiful rooms, which give plenty of space for the office, the exchange, the lectures and classes in speech-reading, the committee meetings, and the social activities for which the Guild is so famous. There are bed-rooms, also, which later can be rented to deaf persons who come to Boston to study speech-reading or for other purposes.

After the tour of the house, the members gathered in the large, sunny assembly-room on the second floor for the exercises of dedication. There was reading from the Scripture, followed by the Lord's prayer, and speeches by Miss Thomas, of the Müller-Walle School of Lip-Reading; by Miss Staples, of the New England School of Speech-Reading; by the vice-president, Mrs. Ernst,

and by the president, Miss Kennedy. Miss Crain, of the Boston School of Lip-Reading, who was to have spoken, was unable to be present or to send a substitute.

The speakers told of the happiness of the teachers in the schools of lip-reading in being able to help their pupils out of states of depression, and of the co-operation between the schools and the Guild, the Guild furnishing that social life, so much needed by the deafened, for which there is neither time nor opportunity in the schools. They brought out the idea that we must not only "carry on" the useful work of the Guild among its own members, but reach out to the deaf people in the community who need the Guild and perhaps know nothing of it.

Miss Kennedy, the last speaker, said that the watchword of the Guild had always been *service*, and that the new house would give opportunity for new lines of usefulness. Instead of being cut off from active service by deafness, she said, "In the Speech-Readers' Guild just because you are deaf you can do something."

The vice-president, Mrs. Ernst, read a beautiful, original poem, in the form of an acrostic, in honor of the president, and presented her, on behalf of the Guild, with a handsome gavel.

The speeches were followed by the lighting of the hearth fire, the reading by the president of an appropriate poem (which is given below), the reception of gifts for the house, and later by refreshments and a social hour.

Members went away with the feeling that deafness was not a burden, but a blessing, to have brought them into the useful and happy life of the Speech-Readers' Guild.

#### PRAYER FOR A NEW HOUSE

BY LOUIS UNTERMAYER

May nothing evil cross this door,  
And may ill-fortune never pry  
About these windows; may the roar  
And rains go by.

Strengthened by faith, these rafters will  
Withhold the battering of the storm;  
This hearth, though all the world grow chill,  
Will keep us warm.

Peace shall walk softly through the rooms,  
Touching our lips with holy wine,  
Till every casual corner blooms  
Into a shrine.

Laughter shall drown the raucous shout  
And, though these sheltering walls are thin,  
May they be strong to keep hate out  
And hold love in.

#### OUR NEW GUILD HOUSE

The following bit of verse was written just before Thanksgiving Day, upon receipt of the letter announcing that a house had been secured for the Speech-Readers' Guild of Boston:

Our Guild House has come as a glad surprise,  
But it makes us see with our inner eyes  
How our work will broaden and deepen.  
And as on Thanksgiving our thanks and our praise  
Ascend to the Father who filleth our days  
With great and manifold blessings,  
Our thanks for the Guild House most earnest  
we'll give.  
And we'll ask God to bless it each day that we live  
And knit us more firmly together.  
We will ask that full measures of blessings  
shall fall  
On the one who is bringing this joy to us all,  
A joy that will never lessen.  
We will ask that this home a true home may be  
Where, working together in sweet unity,  
Our lives will grow stronger and better,  
As our hands we reach out  
To all those round about  
Who in silence are sitting and brooding.  
Till the deaf everywhere speech-reading shall know,  
And give thanks each day, with hearts that glow,  
For this gift from our Heavenly Father.

H. E. R.

#### HEREDITY

In the world's life of today it is a duty and a responsibility to be interested in the great questions of inheritance, and to possess a working knowledge of the methods for the improvement of living things. Consider the importance of this in your own life and in the lives of those about you.

The American Genetic Association is an organization devoted to promoting a knowledge of the laws of heredity and environment and their application to the improvement of plants, animals, and the human race. Membership in the society costs \$3 within the United States, and this includes the society's illustrated magazine, the *Journal of Heredity*, which explains by pictures and text what is being discovered about heredity in the plant, animal, and human life of the world. If you are interested, write your application to the American Genetic Association, Washington, D. C.



WALTER J. TUCKER

### ANOTHER NEW SUPERINTENDENT

We regret the fact that we were unable to present a photograph and biographical sketch of Mr. Walter J. Tucker in our January issue with the other new superintendents, and are glad to do so now.

The Mystic Oral School has been bought by the State of Connecticut, and Mr. Tucker was, in December, elected by the newly appointed board to the superintendency. Mrs. Tucker was, at the same time, appointed principal.

While superintendent of an institution for boys in Kansas City, Mo., in 1909, he became interested in the education of deaf children and resigned his position to take training to teach the deaf. Since his graduation from the normal class at Gallaudet College, Mr. Tucker has taught in the Texas School, the Washington State School, and the Wright Oral School, New York City.

He has specialized in speech work and auricular training.

Mrs. Tucker is also a trained teacher of the deaf, having graduated from the normal class of Gallaudet College.

### A TOUCHING APPEAL

Mt. AIRY, PHILADELPHIA, PENNA.,  
January 7, 1921.

*To American Teachers of the Deaf:*

The appeal for support as set forth in the accompanying circular issued by Miss Charlotte R. Willard, Principal of the Anatolia Girls School, at Marsovan, Turkey, speaks for itself, and must touch the hearts and sympathies of all American Teachers of Deaf Children. From information received personally at the hands of Miss Willard, we feel the story is but half told, and have no hesitation in advising American Teachers of the great needs of the Marsovan School, and in asking them to respond as generously as may be, to Miss Willard's touching appeal for assistance. Without help, Miss Willard's efforts in behalf of the deaf of the Turkish Empire must cease. This must not be permitted. We appeal to every School for the Deaf in America, and to every teacher, to respond promptly to this great opportunity for services to humanity, by sending their contributions to Mr. Lyman Steed, as Treasurer, Wissinoming Hall, Mt. Airy, Philadelphia. Mr. Steed will forward all funds contributed in response to Miss Willard's appeal to her address in Boston, and will report from time to time through the Institution Press, regarding the success of the movement.

Respectfully yours,

CAROLINE A. YALE,  
Northampton, Mass.  
A. L. E. CROUTER,  
Mt. Airy, Philadelphia.

*To American Schools for the Deaf:*

DEAR FRIENDS: Some fifteen years ago we yielded to the urgency of a Greek mother and received into our primary school at Marsovan, Turkey, a little deaf mute boy. The child proved to be very bright, but soon had learned all that the teacher of hearing children could give him. We then planned to send him to some school for the deaf in Turkey. Inquiry convinced us that there was no such school in the empire. Then we thought to send the child to Greece, as he was of Greek parentage, and again we learned that in all Greece there was no school for the deaf. This brought to us a realization of the hopeless condition of such children in that Near-East country, and with this realization came the pressure to in some way provide for this education.

It was not easy to make any feasible plan for the development of these children, but ways were opened and in 1910 a school was opened in Marsovan (400 miles east of Constantinople). It had two small buildings, a playground of its own, and a modest outfit of furniture and school equipment. A fine start was made. The school grew and became the most fascinatingly interesting place on our big American premises. In 1914 we had 17 pupils, two teachers, three teachers in training, a house mother, a master carpenter, and a teacher of weaving.

But the war brought disaster. Half of our

children could not get back after the summer vacation, our house mother died of typhus in those days when this disease swept the country, one of our teachers, our master carpenter, and our weaver perished in the great deportations. The teachers who remained were needed for many kinds of emergency work. We held the remnants of our loved school together until there came a time of comparative safety, in 1919. Then, having only exhausted teachers, a few children, no money, and buildings which had been used for the housing of soldiers sick with every disease which came in the wake of war, we were forced to close the work for the deaf for a time.

Two things are now needed for the reopening of this school—money and an American teacher to be its head. These silent, hopeless children look to us alone and we cannot fail them.

May we ask the American schools for the deaf to help us? An annual gift of \$1,200 would meet the expenses of an American teacher. This amount will cover not only salary, but cost of outfit, travel, and language study. Can you take a share of this amount with the plan to give it annually for five years in semi-annual payments?

We ask you to remember that this is the only school for the deaf in the Turkish Empire, and that it receives no grant from any organization, but is entirely dependent on personal subscriptions for its support.

Earnestly hoping for your co-operation,  
CHARLOTTE R. WILLARD,  
*Principal, Anatolia Girls School,  
Marsovan, Turkey.*

Address Miss Charlotte R. Willard, Care Woman's Board of Missions, 14 Beacon St., Boston, Mass.

#### A LETTER FROM ENGLAND

BLIND AND DEAF SCHOOL,  
THE MOUNT, STOKE-ON-TRENT,  
December 14, 1920.

DEAR DR. GRAHAM BELL:

The National College of Teachers of the Deaf, taking advantage of the much appreciated visit you paid to its executive on December 11th, would like, through you, to send a message to their colleagues of the United States, and as chairman of the National College I shall be deeply grateful if you will consent to be the bearer of this message.

"The National College of Teachers of the Deaf of Great Britain extends, on behalf of its members, to the teachers of the deaf throughout America, its heartiest greetings, and begs to assure them of its high regard and appreciation of the earnestness and progress which mark their work. British teachers of the deaf are most grateful for the very helpful literature provided by the American journals for the deaf, and contributed thereto by American teachers. This literature is followed in every school in Britain and has a very valuable influence on the teaching given in them.

"During the last decade many movements for the improvement of the teaching of the deaf have been initiated in this country, and it may be said that this period has seen the closest approximation to scientific truth that has ever existed in our work. We know that in America similar movements have been taking place, and we should like to acknowledge the powerful aid we have received from the accounts and papers in the American press.

"Your visit to English teachers of the deaf has seemed to them to be the outward and visible sign of those inward and spiritual ties which unite teachers of the deaf the world over in the sacred cause of liberating souls imprisoned by deafness, and we should like therefore to express our sense of brotherhood with our American colleagues in a work which knows not boundaries of nations, but is as wide as humanity itself."

Yours sincerely,

(Signed) A. J. STORY,  
*Chairman of the N. C. T. D.*

#### THE ST. LOUIS LEAGUE

On October 12, 1920, a meeting was held at Central Institute for the Deaf to discuss the advisability of organizing a local chapter of the American Association for the Hard of Hearing. Dr. Goldstein addressed the gathering, telling the purpose for which the meeting had been called. He then introduced Dr. Harold Hays, president of the New York League. Dr. Hays gave a brief sketch of the scope and progress of that League. After some discussion it was voted that a chapter of the American Association be established in St. Louis.

At this meeting there were thirteen (13) who signed as charter members, and since then our members have increased to over fifty (50).

Free classes in lip-reading are held every Tuesday evening at the Central Institute for the Deaf. Permission was obtained from the Board of Education for the use of a classroom at the Central High School, so every Thursday evening classes are being held there. As soon as the numbers warrant, we are planning to establish lip-reading classes in many of the public schools, so that instruction may be made accessible to people in various localities.

Committees have been organized, such as publicity, scholarship, membership, and hospitality, which at present are engaged in outlining campaigns along their own special lines.

The League is intended to create a community center for all hard-of-hearing persons. Dr. Goldstein has given the League the use of three rooms in the new annex of the Central Institute for the Deaf for club rooms. In the course of time we hope to establish an employment bureau through which all deaf and hard-of-hearing people may procure and retain employment.

The officers of the League are as follows: President, Mr. James M. Turley; Vice-President, Mrs. H. K. Broadbent; Secretary-Treasurer, Miss Marian G. Scudder.

### A BIRTHDAY PARTY AT THE BOSTON MÜLLER-WALLE SCHOOL

I wish that all the readers of THE VOLTA REVIEW might have attended our birthday party on January 12 in honor of Miss Martha E. Bruhn. But with all due respect to said readers, I doubt if we could then have had the perfectly beautiful time that we did, for this was strictly a "family affair"—a big family, too, for the room was crowded with the teachers and pupils. It was lacking in only one particular, a Particular spelt with a capital P, for it stood for the presence of our beloved teacher, whom we so greatly missed. But who can say that she was not really present? More than one of us spoke of her as "Our Invisible Guest," and, indeed, no one can enter the schoolroom, even with Miss Bruhn so far away, but what one feels her influence and inspiration right there.

Some of you may not know that Miss Bruhn is now abroad, lecturing and collecting fresh material to use in the school upon her return in March. In her absence her cloak has fallen on the shoulders of Miss Helen N. Thomas, who follows in her footsteps with both efficiency and originality. It was she who planned this party. Upon entering the room our eyes first caught Miss Bruhn's picture on a table, in the center of which was a large birthday cake, adorned with lighted pink candles. Upon the desk were roses, beside which was a birthday letter, full of loving good wishes to Miss Bruhn. Every one of us signed it and among the names was that of our special guest, Miss Bruhn's first pupil.

The festivities began with a "personality game," each of us being tagged on the back with the name of some famous character. The writer had the signal honor of representing Dr. Alexander Graham Bell! After much fun with this entertainment we had a lip-reading authors' game, Miss Thomas reading familiar quotations from the poets, the authors of which we must guess, and then, after this contest, we each drew on the blackboard an illustration of one of the foregoing quotations, arousing much merriment and sharpening our wits to discover to which it referred. It was now time for refreshments, the cutting of the delicious cake, the passing of fancy crackers and candy, and the serving of "prohibition punch," which was "just as good; yes, better!" Then, standing in a circle, we each and all drank a toast to Miss Bruhn—"God bless her!" This was followed by a second toast to Miss Thomas, after which we "fell to" and did great justice to the viands. Thus ended our happy day.

### THE JERSEY CITY LEAGUE

The Jersey City League for the Hard of Hearing is a new organization. In the words of its president, it is a "going concern." Dr. Talbot Chambers has done wonders in organizing this League and through his efforts the organization has an excellent teacher paid by the Board of Education. Lip-reading classes

are held in the afternoons and evenings four times each week. The League now has educational, employment, and welfare departments. If you are deafened, some one or all of these benefits would be yours by joining the League.

### A NEW CLUB: CLEVELAND, OHIO

The Cleveland Lip-Readers' Club, which has been in existence for some time, has been incorporated under the laws of Ohio, under the name of The Lip-Readers' Club of Cleveland. The officers are: President, Miss Louise Howell; Vice-President, Mr. E. H. Leutner; Secretary, Mr. F. W. Steinhilper; Assistant Secretary, Miss Verne E. Arter; Treasurer, Miss Arla Riley. Permanent quarters for the club have not been selected, but it is expected that suitable arrangements will soon be made for the same, and there is every reason to believe that the club will be a successful one.

The purposes for which the club is formed, as stated in the articles of incorporation, are as follows:

- (1) To promote a wide-spread interest in the study of lip-reading.
- (2) To create a center for the hard-of-hearing, affording those so handicapped an opportunity of getting together at a common point, where, by practise in the art of lip-reading, the members of said corporation and others similarly handicapped may be enabled more fully to enjoy association with their fellow-men, and thus add to their happiness, relieve their isolation, and increase their economic efficiency.
- (3) To be an active instrument of helpfulness to the hard-of-hearing, in every possible way.

### THE LOS ANGELES LEAGUE

The League is growing, and hopes soon to have a home of its own. Its aims for 1921 are: More members, better lip-readers, more sociability, more funds, a home, more people helped to employment. At a recent meeting officers were elected as follows: President, Miss Mary E. Rice; Vice-President, Miss Augusta Senter; Secretary, Miss Daisy M. Way; Treasurer, Mr. Samuel H. French. For the present the League's address is: 603 Story Building, Los Angeles.

The Wright correspondence course for mothers is evidently proving helpful. A lady in the Middle West writes: "My only lament is, 'Why, why, *why* did we not know of all these things years ago?' How much it would have meant to us then, and how much easier it would have made our problem now!"

Do you realize the difference that early mastery of speech-reading will make?

Speech-reading "turns a physical handicap into a mental achievement."

# THE VOLTA REVIEW

DEVOTED TO

SPEECH-READING, SPEECH, AND HEARING

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*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## EXPERIENCES OF AN AUSTRALIAN LIP-READER

By E. M. B.

Cartoon Illustration by Saul N. Kessler

VERY FEW people who have normal hearing can realize how hard it is to be deaf and to be cut off from the joys of conversation and companionship; in truth, the majority of people are quite contented to go through life regarding "the deaf" either as utter bores or as ceaseless subjects for mirth and jokes. When a lame or a blind man stumbles, the sympathies of all the onlookers are with him, but when an unfortunate deaf person makes an incorrect or stupid reply, the whole world rocks with laughter and thinks the mistake a ripping joke.

However, even at the risk of being laughed at or of being thought an utter fool, it is better for one with this infirmity to join as much as possible in general conversation than to sit in silence and try to look grateful for the occasional crumb of conversation which one more kindly than the others may chance to throw at him.

Why is it that so many people believe that those who are deaf are solely interested in one subject, viz., the weather? It is quite a common thing to see one of a group of people, who are merrily chatting and laughing together, suddenly turn to an unfortunate onlooker and remark slowly and distinctly, "Beautiful weather, is it not?" and then return to the others with an only too-evident air of having accomplished a gracious and kindly act.

However, with my own personal experiences as a successful "lip-reader" I

can safely affirm that, with a sense of humor and a knowledge of lip-reading, it is quite possible even for one blessed with this wretched infirmity to enjoy himself, and to get more than quite a fair share of fun and enjoyment out of life by watching the lips of those around him. The conversation one sees in the trams alone are often a pure joy to a deaf person. How well I remember one little incident on a Chapel Street tram. Two immensely stout women, both dressed in obviously new mourning of the deepest black, profusely overtrimmed with crape and, alas! sadly spotted with remnants of their last few meals, seated themselves in the tram and, after mopping their streaming faces—it was a roasting summer day—one turned to the other and said:

"Now that pore dear Pa is gone, wot do you think I'm goin' to do? I'm going to pack up 'is dress cloes and send them to the pore Belgians!"

Visions of what "pore dear Pa" must have been like flashed through my mind, and for fear of disgracing myself by laughing I resolutely turned away from the temptation of watching the rest of the conversation.

Another time I got into a Toorak tram, dressed in a clean white linen coat and skirt, which I had washed and ironed myself that morning before breakfast. Two working women, dressed in very dirty and crushed summer frocks, sat opposite



to me, and one of them cast her eye over me, and then remarked to her friend:

"Don't that wite coat and skirt look nice?"

The other gave me a vindictive glance and said sourly:

"Oh, yes! but it's all right for 'er; she don't 'ave to do it up 'erself."

It was truly hard for me to refrain from adding, "She 'do 'ave to do it up 'erself."

Of course, to deliberately pull one's thoughts together and concentrate sufficiently to watch the lips of one's fellow-traveler makes the lip-reader have the guilty feeling that one would associate with "lookin' through a keyhole"; but it is often quite impossible to avoid seeing what others say. Some people's lips move so well that they are open books to a good reader. For instance, a well-known society woman, who is almost totally deaf, was standing in a doorway one day, sheltering from the rain, when two ladies passed. They glanced at her and she distinctly saw one say:

"Rather pretty, don't you think?"

The other replied, "More smart than pretty, I think."

Some years ago I met with an accident in a Sydney tram, had my shoulder badly dislocated, and was obliged to wear my arm in a sling for some time. I felt quite in the fashion, because it was the time of the smallpox scare and numbers of people were wearing slings as the result of vaccination. One day I saw two women speaking about me in the tram; one of them remarked:



"EXCUSE ME, MADAM; THIS SLING IS NOT FOR VACCINATION; IT IS FOR DISLOCATION!"

"Fancy puttin' a great sling like that on after vaccination; some people do make a fuss about nothing."

The other replied with a scornful look at me:

"Yes! wot a sight; I don't think nothing of being vaccinated."

I was so indignant that I arose, walked down the carriage to the speaker, and said, sternly:

"Excuse me, madam; this sling is not for vaccination; it is for dislocation!"

The woman looked at me as if I were bewitched. They

were utterly astounded, and one of them said: "How did you know what we said; you could not have heard from up there?"

I contented myself by replying, "Never mind how I knew, but don't be so ready to judge others again," and walked back to my seat, leaving the women looking more than surprised.

One of the most amusing conversations I have seen in the trams took place between a very jolly-looking old gentleman and a returned soldier. The older man remarked cheerfully:

"Yes, my boy came back from the war last week, but he left his left leg behind him, and the day after he came back I said to him, 'My arm is awful bad today, son. I have neuritis something awful in it.' Now what do you think my boy replied to that? He said, 'Have it off, dad; have it off! Come on, old chap, be a sport and be one of us! Have the arm off and be one of us without a limb.'"

A knowledge of lip-reading sometimes puts one in a rather doubtful position. A

lady picked up an umbrella one day in a tram at Victoria Bridge and asked me if it were mine. I replied that it was not, and added, "I don't know whose it is, but I suppose it belongs to one of the passengers who has just got off." As I said this, I glanced out of the window and distinctly saw one of two nuns, who were standing on the pavement, say to the other:

"Oh! I've left my umbrella in the tram."

I turned to the lady, saying: "Oh, it belongs to that nun."

I dropped it through the window, and the nun ran over and picked it up. The lady was most indignant. She said:

"How do you know that it belongs to the nun? You told me you did not know whose it was. You had no right to drop it through the window; you should have let me give it to the tram man."

I was too embarrassed to explain, and as she and the neighboring passengers continued to flare at me as if I were a thief, I quietly moved down to the other end of the tram and buried myself in a book.

Men with mustaches are a lip-reader's greatest *bête noir*. I always avoid them like lepers, but it seems to be my fate to be served in shops by these fellows. Sometimes, in despair, I ask for a clean-shaven man, but that usually involves an explanation, and so little is known of lip-reading that if one mentions one is dependent on it, one is immediately stared at as a curio. Sooner than explain, I usually try to guess what is said under the mustache, and in consequence I often find myself in great difficulties. I once asked a shopman, whose mouth was completely hidden by a beard and mustache, for some methylated spirit. He made some reply, to which I merely smiled and nodded, but he seemed far from satisfied and repeated the sentence. I ventured to reply with "Indeed!" Still he persisted in repeating the remark over and over again, until, in desperation, I crossed the shop to a clean-shaven man, who was shopping at another counter, and said to him:

"Would you be kind enough to come over and tell me what the shopman is saying. I can't understand him."

The stranger good-naturedly complied and the mystery proved to be, "Do you think we will have any more rain?"

I was so annoyed that it was only by a violent effort that I refrained from replying. "Good Heavens, how do I know. I'm not a weather prophet!"

Strange to say, most chemists seem to cultivate mustaches, and in consequence a visit to a chemist's shop is always more or less of an ordeal. I have often tried to avoid trouble by carefully watching at the door until the mustached one is busy serving some one else, and then hurriedly slipping in and trying to be served by one of the girl apprentices; but even then it is ten to one on the chemist sending the girl on an errand and persisting in serving one himself. In fact, this has happened so often to me in Melbourne that I have reluctantly come to the conclusion that there is no sport a chemist enjoys more than bewildering an unfortunate deaf customer.

A lady who reads lips well had an amusing experience at the opera. One night last month she saw one of the actors on the stage say quietly to another actor, "Billy Hughes is here; Billy Hughes is in the theater." She told a friend who was with her what she had seen, and the friend could not believe her until after looking round they discovered the Prime Minister sitting in the audience.

The same lady went for a motor trip to the hills with her husband one day, and on the way home they stopped at a wayside hotel for afternoon tea. A very smart and showily dressed woman was having tea with a young man in the same room, and they attracted the attention of the lady and her husband, and he remarked to his wife: "I wonder if those people are married or if they are only friends out for the day?"

His wife said: "I think they must be married, because the woman is wearing a wedding ring."

The husband said: "Oh, that's nothing; any one can wear a wedding ring."

The lady watched them for a few moments and then said: "You are right! I see now they are not married because the woman said to the man, 'Do you like

your tea strong and do you take sugar in your tea?' If they were married she would certainly know how he liked his tea."

Of course, it is not always possible to read lips as correctly as one would like,

because so many words look alike that it is only by noticing the context of the whole sentence that one can judge which word is used; still, when one can't hear with one's ears, seeing with one's eyes is a great help and comfort.

## RHYTHM-WORK IN THE ALABAMA SCHOOL FOR THE DEAF

By MARY NEW

A SCHOOL for the deaf, to the average visitor, is "a nine days' wonder," and, I think I might add, generally a most agreeable surprise.

Our visitors, many of whom have never seen deaf children, are astonished at the speech, speech-reading, and writing of the beginners; they marvel as they are shown the work in the successive grades; and last, but not least, comes their amazement at the work with the piano. And when our friends are kind enough to praise the rhythm-work we are doing, we wonder if we might be excused for feeling a tiny bit proud, as this work was started, under the supervision of Miss Carrie Henderson, only last year.

Through THE VOLTA REVIEW and through visits to other schools, we have learned of the wonderful demonstrations and helpful effects of rhythm-work, and, while we down beneath the Alabama moon have only one year's work to our credit, and therefore cannot hope for such results as the schools with more experience, still we do hope for a noticeable gain in the speech of our little deaf children.

The three outstanding points of value in rhythm-work, to my mind, are that, first, it demands concentration; second, it calls for uniformity of muscular movement; and, third, it brings out a natural continuity of speech. And *these* are merely the means to the end of developing better tones, more expression, and a more natural speech.

With our smallest children the work is started at the piano. As a march is played they clap one, two; one, two; to 4/4 time they also clap one, two, three, four, and *one*, two, three, four, and to

waltz time one, two, three. After this drill they easily get the idea of "beating" time, and then "marking" time.

As soon as possible speech is used with the clapping and beating, and the children say:

far far far far  
*far* far *far* far, and  
*far* far far far

with the music.

The next step is the striking of high and low notes. With the palms of their hands on the piano and eyes closed, the children tell whether the vibrations felt are high or low, and also the number of chords struck. From this is developed tone-work, and, using middle C, F, and C, these three tones are placed. It is surprising how quickly and with what accuracy the child can be trained to have such control of his voice that he is able to give a high, low, or medium tone with ease.

Following this are the syllable drills, so planned as to give continuous work in phrasing, accenting, and expression needed in the words and sentences the children use every day.

The circle of children who were started last year are now learning nursery rhymes and little dances.

To the onlooker, no doubt, the finished product of a nursery-rhyme game seems quite simple, but oh! what strenuous moments are spent, for instance, in getting "Bobby Shafto" safely on his way "to sea." First, there is drill, individual and collective, on the separate elements; then miles and miles of combinations, and at last the little verse can be said. Next comes the beating time, and what a struggle it is to make the right word come on

the right beat! After all this, the motions for the little game must be learned, and finally the clouds lift, and "Bobby Shafto" is safely launched.

The children are so enthusiastic about the work that the time we spend seems much more of a pleasure than a task,

and our painstaking moments are not to be compared with the hours of gain we hope they will find; for we believe that we have "hitched our wagon to a star," and trust that our star will shine brightly along this one of the many paths that lead to the street called "Better Speech."

## THE PHYSICAL NATURE OF A VOWEL \*

By E. W. SCRIPTURE, Ph. D., M. D.†

THE RESULTS reported in the preceding papers have placed us in a position to answer the question, What is a vowel, from a physical point of view? Both the analyses of the curves and the experiments with the siren force us to the following conclusions:

A vowel consists of a main tone, called the voice tone, and a series of higher tones, called the resonance or cavity tones. The voice tone and the cavity tones are quite independent in pitch of one another; any voice tone can be accompanied by any cavity tones. Thus it is possible to sing any and all the vowels on any and all tones of the voice. The analyses of the curves also show that the cavity tones are quite independent of one another.

In its original form, this theory was suggested by Willis, of Cambridge, in 1830, as the result of some experiments with organ pipes. It was adversely criticised by Wheatstone, who outlined another theory.

This other theory, known as the "harmonic theory," was adopted and elaborated by Helmholtz. It asserts that the vocal cords vibrate like strings and produce a note consisting of a fundamental and overtones. Such a vibration can be illustrated by a vibrating string of a piano or a violin. The overtones can readily be detected by the ear. If a piano string is struck hard and left to vibrate, the ear readily hears that the tone of the

octave is present also. A sharp ear can also detect the duodecime, the double octave, and even more. If a bottle or a jar with a cavity tone the same as the string tone itself, or the octave, or the duodecime, or the double octave, etc., is held to the string, it will sound loudly. If its cavity tone is not the same as one



FIG. 1

of the tones in the harmonic series, it will not respond. This vowel theory follows of necessity from the two suppositions, namely, that the voice tone is like a string tone, and that the vowel resonators are like bottles in having hard walls.



FIG. 2

The different vowels according to this theory might be imitated by having several bottles of different pitches applied to the string. The vowels would then differ in the relative loudness of the different cavity tones. This may be illus-



FIG. 3

\* This is the eighth in a series of articles on the "Mechanism of Speech," by Professor Scripture, late of Yale University, now of London.

† Author of "Elements of Experimental Phonetics," "The Study of Speech Curves," "Stuttering and Lispings," etc.

trated by the numbers in figure 1. The top line indicates the relative strengths of the overtones in the string tone by the size of the figures. For the vowel /u/ several bottles are supposed to be held to the string, so as to strengthen the over-

tones 200, 400, 600, as in figure 2. For /a/ a different set is applied, so as to strengthen mainly the tone 800, as in figure 3.

This theory gets into an insurmountable difficulty at the very start. The pitch of the voice tone changes constantly. To imitate this with a stringed instrument, the tuner might be supposed to have his key applied to the string-peg, and to vary the tension from moment to moment. To produce the same resonance tones, the bottles would have to change their tones in exactly the same way, by becoming larger or smaller, in exact conformity to the string tone.

Moreover, if the string tone should rise through several octaves, the bottles would have to change; so that finally they would become of the size required for a quite different vowel. The bottle 200 for /u/ would finally reach the size 800 for /a/. The bottle vowel would actually become /a/, whereas in the human vowels the /u/ remains /u/, no matter how high or how low the voice tone may be. To get over this difficulty, Helmholtz assumed that a cavity follows one overtone for a while, and then jumps back to a lower one. How this can be done without changing the vowel it is impossible to understand.

It is hardly necessary to follow this theory further into its difficulties and perplexities. It might be sufficient simply to point to the results of the analyses of the vowel curves and say that the overtone harmonic theory simply is not true. It is more courteous, however, to point out the origin of the mistake.

If it is assumed that the voice tone is of the same nature as the tone from a string, and that the vocal resonators have hard walls, the harmonic theory is necessarily true. The fault lies in the assumptions. The voice tone does not even remotely resemble a string tone. As shown in the preceding papers, it consists of a series of puffs. The vocal cavities do not resemble bottles with hard walls; they have soft walls. These two facts alone of necessity lead to the inharmonic puff theory of the vowels. Any physicist or mathematician starting from these two facts could not avoid a deduction of this theory, even if he had

never heard a vowel or seen an experiment or analyzed a curve.

It is quite necessary to get this new theory of the vowels clearly in mind. The Helmholtz theory has prevailed and still prevails in almost every book on physics, physiology, speech, or music. The deductions from it have led to endless wrong teaching. The new theory requires great changes in these deductions.

The forgotten theory of Willis was independently discovered for German vowels by Hermann, of Koenigsberg, in his analyses of curves. My own investigations have shown that it is universally true for English vowels. The results were first published in the "Studies from the Yale Psychological Laboratory, 1889," Vol. VIII, p. 1, and in my "Elements of Experimental Phonetics," Yale University Press, 1902. The theory has been verified and worked out in detail in my "Study of Speech Curves," Carnegie Institution, Washington, D. C., Publication No. 44.

#### PLEA FOR LITTLE DEAF CHILDREN

Members of the Speech-Readers' Guild met in their new club-house, 339 Commonwealth Avenue, for the first time yesterday afternoon, and heard Miss Jessie M. C. Hume, R. N., head social worker at the Massachusetts Eye and Ear Infirmary, tell about the needs of little deaf children.

Miss Hume spoke of her special interest in partially deaf children, and of her determination to procure better education for them. At present many attend the same classes in the public schools as hearing children, and because of their unknown infirmity they are sometimes considered stupid. There is urgent need for special classes in the public schools for these partially deaf children. There is also a great necessity for a specific classification of the deaf and hard of hearing, that they may receive instruction suited to their degree of deafness. Each deaf child should have a chance to get the best education he is capable of acquiring. Totally deaf children are sent to special schools, although of these the number is insufficient. All hard-of-hearing children should be given at once an opportunity for this study. Lynn is particularly active in this important educational work. "Boston ought not to be behindhand in such a vital matter," said the speaker.—*Boston Transcript*.

A good speech-reader is a source of joy and inspiration to others.

## THE WEARING OF THE BADGE

By JULIET D. CLARK

Cartoon Illustration by Saul N. Kessler

“AND THOSE who are in favor will signify it by raising their right hand.”

All over the room hands shot up, and when the secretary had completed the count it was found that 56 out of 107 had voted in the affirmative.

The president smiled grimly.

“I submit to the decision of the majority and agree to wear a badge,” she said.

Loud applause followed this announcement. When it had subsided she continued:

“Will the defeated minority follow my example?”

A few assented, but most of the 51 demurred. One rose to argue:

“If we read the lips”——

But President Nancy Lane interrupted her.

“No more of that. Both sides gave their views before the vote was taken. No one is *compelled* to wear the badge. The next move is to decide on what form it shall take.”

“Let it be an ear,” came from one disgruntled member.

“Stuff it full of cotton, to show its uselessness,” added another.

President Lane rapped for order.

“Are there any suggestions?” she asked. “Let us hear what you have to say, Mr. Greene.”

Philip Greene walked to the platform, where the audience could see his mouth.

“It does not rest with us to choose a badge. We have voted to adopt the *international* badge for the hard of hearing.”

“I had not thought of that,” said the president. “What you say is true.”

Some members did not approve.

“Let me re-read the letter from the society in Germany.”

“*To the President of the Society for the Hard of Hearing in America.*”

“DEAR SIR OR MADAM: I have been asked by our president to write you in regard to the adoption of an international

badge for the hard of hearing, which we, as well as similar societies in other countries of Europe, have adopted. The badge is light blue, with a gold star in the center. It is made in the form of either a pin or a button. Hoping that your society will join us in wearing this, I am,

“Yours truly,

FRIEDA HELLAR,  
Secretary.”

The president folded the letter.

“You have voted to wear the international badge, and are therefore saved the trouble of designing one for yourselves,” she announced. “I shall appoint a committee to get estimates on the cost of this design. I suppose the material is enamel.”

After the committee was appointed the meeting adjourned, and this was a signal for the president’s followers to crowd around her and offer their sympathy.

“Well, we won’t cry over it,” she said. “Some good will undoubtedly come of it. You will please me by wearing the pin.”

As Nancy walked home alone her thoughts were half resentful, half amused.

“Here I’ve been considering myself a normal human being again since I’ve read lips, and now I’m to be branded as an afflicted one, who can’t take care of herself. I’ll look like a war hero, with my badge and Peter’s fraternity pin,” she smiled to herself. “I’m not going to tell Peter what the pin stands for. He won’t know which of my clubs has adopted it. Perhaps he’ll think it’s the Tennyson Club.”

Her thoughts reverted to the last meeting of Peter and herself. He had certainly been impatient when she didn’t understand and he had been obliged to repeat. In the darkness of her room that night she had pondered the matter. Would she be happy with him? Wouldn’t he be apt to grow more impatient rather than less so, after they were married? She wondered if, after all, she

wouldn't be happier with Philip Greene. He knew what deafness meant, and the snags that even the best lip-readers strike occasionally. But there was so much deafness in his family.

By the time sleep overcame her she had about decided to be an old maid, but when the morning brought a huge bunch of violets and a dear apologetic note from Peter, she believed she'd risk him after all.

He had gone away immediately on one of his business trips, but Nancy had heard from him daily, and she knew as well as she knew her name that his letter would be awaiting her on the hall table, so in spite of the badge she ran up the steps and let herself into her house with a light heart. The letter was there.

She popped into the library to speak to her mother and drop a kiss on her cheek; then hurried to her own room to read Peter's missive. Unlike his usual long scrawls, this contained only a few lines, and Nancy's face fell as she saw it. The news it contained was even more disappointing. Peter would have to remain away another two weeks at least, and on his return would sail for Germany and be gone a couple of months.

"I hate to be away from you so long, Nancy dear," he ended, "but it's a fine thing for me in a business way and brings the time nearer when we needn't be separated at all."

The last line helped a little, but this disappointment, coming on top of the afternoon's, was a bit too much, and Nancy looked rather tearful when she went down to dinner. Her father had come home and greeted her in his usual hearty fashion.

"Well, how's the little daughter tonight, and what's she been up to today?"

Nancy poured out her woes on her father's shoulder.

"There, there, dear," he coaxed, "don't be so upset by a little matter of wearing a pin. Why wear it if you don't approve?"

"Oh, I'm in honor bound to wear it," she explained, "because I'm president and must uphold the majority in their decision."

"I think you are right, dear," agreed

her mother, "but it seems a big mistake to *label* the deafened."

When Peter finally returned, Nancy was wearing a round blue pin with a star on it, and quite naturally he wanted to know what it was.

"Oh, a society that I belong to," Nancy replied, casually, changing the subject immediately, and Peter had so much to tell of his business plans and the hopes he entertained of their marriage "next year" that he didn't press her further. But a few evenings later, when he called, he did not take time to greet her before bursting out:

"You're a nice one, to let Philip Greene wear your society pin when you're wearing my frat pin. I saw him today with it on."

Nancy's first impulse was to remonstrate and explain that her pin was up on her cushion, and that Philip belonged to the same society; but on second thought she decided that Peter ought to be punished for doubting her without so much as asking for an explanation. She remembered, gleefully, that he was going to Germany, and on a German steamer. Let him wear the pin.

"I'm sorry, Peter; I'll get it and give it to you."

"Well, I should rather say you ought to. Aren't we engaged?"

"Y-e-s, I suppose so," Nancy replied hesitatingly, "but there are times, Peter, when you frighten me with your impatience and ferocity."

"I know, dear, I'm a brute, the way I speak, but I do love you."

So once again Nancy forgave him, and when he came to bid her good-bye, before sailing, she gave him the pin, fastening it to his lapel.

"That's the place to wear it," she explained, smiling mischievously and bringing all her dimples into play.

Peter thought she had never looked so lovely. Her blue dinner gown matched her eyes and contrasted exquisitely with the pink in her cheeks. It was hard for him to leave her, but the thought of the "raise" he would get if he made good on this trip tempered somewhat the sorrow of parting.

When Peter entered the dining-saloon for his first meal the head steward cast

an anxious eye over him, and with a motion indicating to him to stay where he was, went to a table not far away. After a hurried word to each person seated there, and to the table steward, he beckoned to Peter to follow.

Each guest nodded as he seated himself, but no one said anything. The steward shoved a menu in front of him and he chose his luncheon. Then he commenced to survey his companions. Opposite him were two young ladies, from Chicago, he discovered later, and a rather distinguished-looking Englishman. At the end of the table, on Peter's left, was another Englishman, who appeared to be a companion to the other, but of a very different type. He dropped his aitches as well as his food. On Peter's right sat a rather young girl, and next to her an elderly woman, who appeared to be a relative.

At the first meal no one had much to say except "Please pass this," or "May I trouble you for that?" but if it were Peter who had to be addressed, the speaker first caught his eye, then pointed to the desired object. At dinner that night they talked more, but somehow Peter felt out of it. Everybody smiled pleasantly, but when he vouchsafed a remark it was always answered briefly by "yes" or "no." The Cockney cracked numerous jokes at which the girls giggled and the older woman and the other Englishman smiled indulgently, but Peter, who thought him a bore, merely gave him a rather withering glance. There were times when he caught the words "poor fellow," and once he was quite sure some one said, "He can't get it."

"They probably think I can't see the point to his poor jokes," thought Peter.

The next morning he was awakened by a steward standing over him.

"How'd you get in," he queried. "Wasn't my door locked?"

The steward held up a bunch of keys.

"Why didn't you knock?" asked the mystified Peter.

The steward only smiled and went out. The same thing happened every morning.

"Well, perhaps it's the way they always do it, and I'm an ignoramus," mused Peter, and, not wishing to parade his

ignorance to others, he said nothing about it.

Peter, who was a sociable creature, had never felt so lonesome in his life. Everybody was *kind* enough and invited him by pantomime to join in shuffle-board and other deck games, but somehow he felt himself an outsider. *Nobody wanted to talk.*

The last night on shipboard he dressed up for the usual concert. As he sat down to the dinner-table he overheard the older Chicago girl say:

"I suppose he'll go, just to keep up appearances."

"What was that you said?" Peter asked with his old ferocious manner.

"Oh," she shouted, visibly embarrassed, "everybody presents a fine appearance."

"Yes," said Peter, who was in no pleasant mood by this time.

"You shouldn't have noticed his dress suit," admonished the younger girl. "You see he's sensitive about going where he knows he won't—"

A crash of china drowned out the last word, and soon afterwards Peter left the table. He was thoroughly angry by this time.

"What the devil is the matter with them or me, anyway," he asked himself as he strode around the deck.

He must have walked a mile or more before he realized that every one else had gone in. Having regained his usual cheerful spirits, he went to his stateroom, removed his hat and coat, and proceeded to the saloon where the concert was being held. The first number was on, so Peter waited at the door. As the room seemed hot and stuffy, he had about decided to remain where he was when, to his astonishment and before he realized what was happening, the head steward had escorted him to an empty chair in the first row.

Peter never had liked the bald head, and, except when he escorted Nancy, always chose a back seat; but when he began to remonstrate, the steward gently but firmly pushed him into the vacant seat and departed. A middle-aged lady, with a long ear-trumpet, who sat next to him, said in a loud voice,

"I know exactly how you feel. I felt



that was myself at your age, but try to get over it."

Over what? Peter shouted back, but the next number commenced, and he never got an answer.

"She probably thinks I'm bashful," he said to himself.

When the ship docked at H—— the next day, Peter found himself the recipient of all sorts of attentions. One of the ever watchful stewards personally conducted him to a customs official, and his luggage was among the first to be examined.

"They must think I'm some grandee traveling incognito," chuckled Peter. "My tips should have abused their minds of any such idea. What are you looking for?" he asked. "What are the dutiable goods?"

Instead of replying, the official drew a large black cigar from his pocket; then said something in German to another man, who produced a piece of chocolate.

"Say, can't any of them speak English?" Peter inquired of the steward. "I'll be in a fine fix if everybody speaks German."

But the steward only walked away, saying in German, as he passed the customs officials:

"The poor fellow wouldn't know whether you were speaking German, English, or Chinese. Take care of him." And they did.

He was personally conducted to his train and handed over to a guard, who found a place for him in a carriage with two other people. Now he began to think he was suspected of being some notorious criminal and would be handed over to the police on his arrival in B——. It wasn't quite so bad, yet he felt like a prisoner, nevertheless, for the guard gave him into the custody of a special porter whom he insisted upon finding, although many others stood near disengaged.

Peter followed him to a taxi, and before getting in said in his most German English, "Hotel B——."

The man gave him a queer look, but said nothing.

"I don't believe he understood," thought Peter, as the cab started; but he was so interested in the sights and full

of the commission he'd been sent to execute, that he followed his porter into the hotel at which they alighted without noticing the name over the door. He had no difficulty in getting a room, and, left alone, surveyed his surroundings. Much to his surprise, he read "The Surdus Hotel" on all the linen.

"I knew that man didn't understand me," he said aloud, looking for a telephone. To his disgust, there was none; so, picking up his bags, he descended to the office.

"This isn't the hotel I want. I asked to be taken to the Hotel B——."

The clerk smiled and Peter scowled.

"Can't anybody here understand English? I'm going where they can."

Just then blue lights flashed all over the lobby.

"What's the idea?" asked Peter, pointing to the lights.

For answer the clerk put his hand to his mouth and made a motion as if he were chewing.

"Well," said Peter, "I'm starved, so I guess I'll lunch here, for no telling when I'll find the hotel I want." He pointed toward the dining-room and the clerk nodded, so Peter went in.

He was the first to arrive, and a waiter immediately thrust a menu in German and English before him. Peter pointed to what he wanted, and the waiter departed to fill the order. Soon other guests began to come in. A man and a woman seated themselves at a table next to Peter's. The woman drew a small ear-trumpet, shaped like a teapot, from her bag, and the man took a long tin horn out of his pocket. They commenced an animated conversation in German, to which Peter listened for a few moments; but, as he understood nothing, his attention wandered to the people at other tables. To his astonishment everybody had a hearing device. There were more teapots and tin horns; there were long tubes and celluloid fans, while a few of the more up-to-date guests were using electrical instruments. One large party had something that looked like an octopus; from a central sounding-box stretched innumerable tubes, one for each guest.

Instantly there flashed through Peter's

mind the verse put by Hood into the mouth of the peddler of ear-trumpets:

I don't pretend, with these horns of mine,  
Like some in the advertising line,  
To magnify sounds on such marvelous scales  
That the sounds of a cod seem as large as a whale's.  
There was Mrs.

F,  
So very deaf  
That she might have worn a percussion cap  
And been knocked on the head without hearing a snap.  
Well, I sold her a horn, and the very next day  
She heard from her husband in Botany Bay.

"Well what have I struck now?" said Peter half aloud. "Everybody in Germany must be either deaf or dumb."

Before he had recovered from his surprise, a man seated himself across the table. He bowed slightly, then suddenly a broad grin spread over his face, and he stretched his arm across the table and shook Peter's hand like an old friend, at the same time pointing to the pin on Peter's lapel, and to a similar one on his own coat.

Peter stared for a moment, speechless; then the whole thing dawned on him. At first he scowled, then burst into a loud laugh, which shook him from head to foot. The man opposite looked hurt, the people at the next table looked scared, and Peter left the room without waiting for his luncheon.

Going out to the office, he looked for his bags, but they were not where he had left them. When he indicated what he wanted the clerk pointed upward.

"What's the matter with you, anyway?" bawled Peter, not caring whether or not he was understood, as long as he



THE CLERK POINTED TO PETER'S PIN

could vent his rage on someone. "I don't want to stay here. I'm not deaf. Get somebody who can speak English and you'll see."

The clerk pointed to Peter's pin.

"That's not mine," he shouted, snatching the pin off and thrusting it into his pocket. "It belongs to a deaf friend. I tell you I can hear perfectly. Get my bags at once."

At last they were produced and Peter left the hotel, refusing the aid of porters and pages who gazed after

him sorrowfully, as if he were a lost soul. He hailed a taxi, said "Hotel B——," which the chauffeur repeated, and jumped in.

"That was a mean trick for Nancy to play on me," he reflected as he drove along. "She's spoiled half the pleasure of my trip and made me no end of trouble. Why didn't she explain that Philip Greene belonged to the same society?" Then he remembered how he had reproached her. "Of course, I acted like a boor, and accused her without asking for an explanation. After all, I guess I jolly well deserved it. The little minx!" He chuckled, as he recalled Nancy's words when she put the pin on his lapel, and he was still thinking of her when his cab drew up before rather a palatial-looking hotel.

"Some inn the firm puts one up at," thought Peter, as he strode into the lobby and up to the desk. "Thank heaven, nobody here will think I'm deaf."

But he reckoned without his pin. As he passed two men seated in the lobby smoking, one remarked to the other:

"There's that deaf fellow who came over on the steamer with me."

"How'd you find out he was deaf? I thought you kept to yourself during that voyage," replied his companion, who was a German.

"I did, but I couldn't help seeing a pin he wore. My deaf sister wears a similar one. It's a society they all belong to in America."

"Oh, yes, we have the same here. Everybody knows the meaning of *that* label."

After Peter had made sure that his room had a telephone, as well as a bath, he hastened to the dining-room to try again for a meal. The room was crowded and the tables were placed closer together than usual. The two men who had discussed him were seated at a table in a corner next to the one to which he was ushered. They were talking earnestly in English, but as Peter sat down one stopped abruptly.

"Go on," said his companion. "Didn't I tell you he's deaf?"

Peter heard him and was going to deny it, when something about the looks of the men and the furtive glances they gave him as he sat down made him suspicious, and his young and adventurous soul had visions of unearthing a plot.

"Perhaps they are Bolsheviks," he thought, and was prepared to hear some international plot to blow up the world, for undoubtedly one man was an American and the other a German; but he was not prepared to hear his own firm mentioned, and almost gave himself away.

Searching through his pockets in an apparently aimless fashion, he drew out a number of things, among them the pin, which he purposely dropped, and, stooping, quickly pinned it to his lapel, for he wanted the waiter to help him carry out his ruse.

The men spoke so low that he couldn't get a connected sentence, but he caught "dyestuffs" and "formula." "— better than yours," from the American, and "— office — tomorrow," from the German. Peter felt certain that the American was one of his firm's representatives whom he had never met, but he knew the name of every man of any importance on the firm's books. He ordered

a "quick lunch" and finished before the other men. Without appearing to hurry, he walked to the office desk, removing the pin as he went. Very casually he glanced over the register.

Yes, there was the man—"James Fingle, Milwaukee, Wis."

Peter recognized him as a man employed in the firm's laboratory. Calling a cab, he hastened to his firm's B— office, and, after making himself known, told the manager what he had learned.

There was great excitement that day and the next, and it was a tired but triumphant Peter who wrote a long letter the next evening, which was duly received some ten days later by Miss Nancy Lane. This time she didn't wait to reach the seclusion of her own room before reading it, but sat right down in the hall. She smiled as she read:

DEAREST NANCY: You little minx! What do you mean by putting one over on me like that? Oh, yes, undoubtedly I deserved it, and I humbly ask your forgiveness.

Really, Nancy, I was pretty angry at first; then I realized it was my own fault, and your quick-wittedness amused me. All of which you have already guessed, knowing this hot-headed fellow as you do. But you'll be rather surprised, I imagine, when I tell you that I'm glad you did it. *Yes, glad!* That little pin (and incidentally Nancy Lane) has done me and my company a mighty good turn. It all happened as follows:

A man who came over on the same steamer saw the pin and naturally thought I was deaf (so did everybody else, from captain to stoker, but I'll wait till I get home to tell you about that). He turned out to be a worker in our laboratory in Milwaukee, but we had never happened to meet. He stopped at this hotel, and at luncheon yesterday was seated with a German man next to me. Thinking I couldn't hear, they talked business, and my man offered to *sell our dye formula* to a German company. I reported the matter to the office, and with the aid of private detectives we caught the men in the act, with the result that they now have plenty of leisure to reflect on the error of their ways, while Peter Fildmore has saved his firm from ruin and has been promised \$5,000 a year! Do you think we can manage on that without starving?

Please say "yes," dear. Don't be afraid. You will find me a very different Peter when I return, for my little experience has taught me a lot about what it must mean to be deafened, and I'll be more understanding hereafter. It would do some other hearing people good to wear the pin for a week or two.

But I don't approve of *your* wearing it, and I think any deafened person is foolish to do so. What do you need a pin for, with your

skill at reading lips? If you had been on my ship without it, you would have so charmed everybody before they found out you couldn't hear that it wouldn't have made any difference whether you could or not, whereas if you'd worn it they wouldn't have given you a chance to show whether you had any charm or humor or sense either, for that matter. I was hardly permitted to think for myself. Everything was done for me, but nobody *talked*.

Where did the idea originate? Right here, I'll wager. It sounds like German efficiency. Why, there's not a porter, conductor, hotel clerk, newsboy, or anybody who doesn't know what that badge stands for. They mean to be kind, but it's just the everlasting machine—no chance to stand on your own feet—which I've heard you say is what deafened people need to learn most of all.

You can't wear that pin when you're my wife!

I miss you, so please write often to your devoted  
PETER.

P. S.—I expect to be home by the end of April. If you want to make me perfectly happy, cable the date of our wedding.

And she did.

[EDITORIAL NOTE.—A year ago, when the matter of wearing a pin (to enable oneself to be recognized by other lip-readers, not by the public at large) was being discussed in *THE VOLTA REVIEW*, we advocated it. We hasten to remark that we have nothing more to say!]

## THE SOCIALIZED RECITATION\*

### Its Application to the Deaf

By SADIE I. OWENS

TODAY we may say that nothing worth while is standing still. Educational methods are changing. In the elementary school we are done with pouring in; we are not drawing out as we did. In fact, we are doing less, the child more.

Today we center on his development, not in a straight line, but in a well-rounded way, which fits him to take his place in society. No child can adjust himself for his best good in the world's doings unless he has been trained to be active as he has come along. He must learn to be self-reliant, and we must seek the method that will best give him strength to become so. Then that strength must be used. It reminds me of the teacher who was returning in June with her trunk heavy laden with the year's accumulation. The expressman seemed unable to handle it alone, but the mother, who was standing near, spoke up: "Julia, help him; if you don't use your strength, you won't have it."

We hear much of the socialized recitation, that form of recitation in which the child takes the center of the stage and the teacher remains in the background. We have all, no doubt, visited the modern upper-grade class-room and listened to the children conducting their own les-

son. We found them greatly interested and getting fine results, while the teacher, though controlling the events of the hour, kept herself more as a judge than a leader. We hear from many sides that the socialized recitation is proving practical, especially in such subjects as history, geography, and reading.

But what of its application to the deaf? How are children who do not naturally take the initiative going to conduct a recitation with benefit to themselves? How are we to teach them to ask the significant question? Is the socialized recitation practical for children who do not hear?

Any subject that falls naturally into topical form readily adapts itself to socialized recitation. Take geography, for instance. In the upper grades I do not use the question-and-answer method in developing a new region. We take it up under these heads: location, climate, surface, industries, products, cities, etc. Each becomes a unit by itself, though all are interdependent. As new topics are developed, the ones previously studied are reviewed, until the whole is covered. The work is then taken home for further study, and the children are told to bring back good questions.

With a class just beginning, I get "How is the climate?" "How is the surface?" "What are the industries?" and I

\* Presented at the Wisconsin State Teachers' Association, Milwaukee, November, 1920.

am pleased indeed if I get as good questions as that from all. We then take "How is the climate?" and I ask them to try to ask the same question in different ways, working for "What can you tell me of the climate of the region?" "What can you say of the climate?" "How does the climate of this region compare with the climate of (name some region previously studied)?" "Why?"

From "What are the industries?" we ask "Is agriculture an important industry?" or, "Is agriculture the chief industry?" "Why?" or, "Why not?" as the case may be. "What are the agricultural products?" or, "Name the agricultural products." What can you say of mining?" and so on.

Besides being a review, it begins to be a game, from the time they go home to work out their questions. The game spirit is even more in evidence when they learn the questions, which are the results of their own work (though I must admit much guided by another), and look forward to being chosen as the leader, of whom the questions are to be asked.

I am often given some surprise in the form that the children's initiative takes. For example: If the class does not put questions fast enough, the leader sometimes turns upon them with one of her own. One day we were having a lesson of this kind with a visitor present. A child was writing at the board and our guest let her gaze wander to the written work, but only for a moment, for she was commanded, "Please look at me!" before the child speaking would go on.

With the hearing, the questions are quick and spontaneous; with the deaf, basic questions must be given and learned as part of language-teaching. The socialized recitation then furnishes the opportunity for their application. In history and reading, an even better chance is given for applying the questions that belong to the deaf language forms. Not always must they ask "Why?" but "For what reason?" "What was his motive?" "With what aim did he do so and so?" "What was his purpose in doing that?" and so on. The leader is taught to reject a "baby" question, as it is called. The standards are high when the responsibility is in their own hands. No question must be repeated by another; the lip-

reading must be done by all—not by the leader alone.

I believe, however, that this form of class-work must not be overdone. We want the child active, but not to suit our fancy or to take away from him any of the advantages of a teacher's instruction. And so it seems to me this form of work must largely be the summary of any *whole* taught, combining drill and game that his interest may not be lost. I feel that the socialized recitation *then* has a real value with the deaf child, inasmuch as it makes him forget himself, as he becomes a part of the game in which he must do well to hold his place, and which unconsciously is helping him to express himself more freely and naturally, as he uses the forms he has acquired? Is not this one of the great aims in our work?

#### A REVIEW OF DR. R. O. JOHNSON'S REPORT

Standardization—Efficiency—Heredity: Schools for the Deaf. By Richard Otto Johnson, A.M., formerly Superintendent of the Indiana State School for the Deaf, Indianapolis. 262 pages, 6 x 9. Illustrations and graphs.

This is a report of the special committee on standardization and efficiency of schools for the deaf, Mr. Johnson being the chairman of said committee. It embodies not only the work of five years of research on the part of the chairman, but also valuable excerpts from allied literature. It is an important contribution to the literature of the education of the deaf.

Some opinions expressed by well-known superintendents of schools for the deaf are as follows:

"It marks an epoch in the education of the deaf with far-reaching effect."

"If Dr. Johnson never has anything more to do with the teaching of the deaf, he has already left an imperishable monument."

#### HOW TO IDENTIFY HIM

An agitated woman burst into a police station in Chicago not long ago with this announcement:

"My husband has been threatening to drown himself for some time, and he's been missing for two days. I want to have the river dragged."

"Is there anything peculiar about him by which he could be recognized if we should find the body?" asked the inspector.

For a moment the woman hesitated and seemed at a loss. Then a look of relief came to her face, and she replied:

"Why, yes; he's deaf!"—*Harpers Magazine*.

## KEEP THE NOSE CLEAN AND FREE FROM OBSTRUCTIONS

### PART III

By FRED DE LAND

THIS IS the third and final section of a contribution on the subject of the possibilities of loss of hearing inherent in the so-called "common cold." Each of these three sections was written for the laity, not for the profession; written in the hope of presenting the close interrelation existing between the ear, the nose, and the throat; written to show how easily the germs of infectious diseases may find lodgment in tonsils or adenoid tissue and from thence carry on a campaign of destruction. To prevent the existence and increase of bad germs is the vital problem; the secondary problem is how to control bad germs after an infectious disease has begun to spread in a community. Both are problems that parents must do their part in helping to solve.

Some parents may be inclined to evade the moral responsibility of doing their share in keeping a community free from infectious diseases, on the specious plea that others will not help. If an infectious disease does cause deaths, such parents should not complain if they are the recipients of a pitiless public exposure. Occasionally parents are found who offer, as an excuse for failure to co-operate, a lack of medical knowledge. When there is the slightest possibility of an invasion of scarlet fever, measles, or other infectious diseases, the only knowledge that the mother needs for taking prompt and wise action is that a sore throat or a dry, distressing cough in a child *are* important *danger signals*, and that the wisest possible action is to isolate the child, call a physician as quickly as possible, and follow his instructions.

As a rule, the bad germs of the dread diseases of childhood gain entrance to the human system through the mouth or the nose, and find a breeding place in the soft, warm, moist tissues of tonsil or adenoid. In other words, bad germs often begin their destructive work in the throat, and there multiply at the rate of more than a million in each twenty-four

hours. Thus, on the first indication of a sore throat in a child, do not rely on home-made remedies, but call a regular physician without delay.

Yes, the writer believes in the power of prayer and in the possibility of divine healing—but *after* the physician has been called. If a mother finds that her child has a sore throat, it may prove helpful to the mother to ask for divine guidance, and to petition for the power of divine healing to be exercised in the child's case, provided the prayers are offered *after* the child has been isolated and a competent physician called. If the instructions of the physician are strictly obeyed, the credit may be given to divine healing. The writer believes that the Heavenly Father will do His share, if we will only do ours. That the prayer of the righteous is mighty to prevail, is granted. Yet it should not be forgotten that there is a civic righteousness—the golden rule of communal welfare—as well as a spiritual righteousness, and the Heavenly Father may look with as kindly favor on the individual working for the betterment of the health conditions of a community as upon individual effort to win converts to a creed.

What has all this to do with the ear? Specialists state that more than three-fourths of all cases of acquired loss of hearing are due to diseases of the middle ear, and that the larger number of these cases have their origin in infectious diseases or in abnormal conditions in the nasal passageways or in the naso-pharyngeal region. We are apt to think of hearing and of breathing as simple processes, requiring little or no attention, as they appear to function almost automatically; yet both hearing and breathing are not only complex processes, but are closely interrelated. Thus, a disturbance of the normal functioning of one may seriously interfere with the proper functioning of the other. The foolish belief prevails among the shiftless that a running ear will heal itself, and that a

### A BIRTHDAY PARTY AT THE BOSTON MÜLLER-WALLE SCHOOL

I wish that all the readers of THE VOLTA REVIEW might have attended our birthday party on January 12 in honor of Miss Martha E. Bruhn. But with all due respect to said readers, I doubt if we could then have had the perfectly beautiful time that we did, for this was strictly a "family affair"—a big family, too, for the room was crowded with the teachers and pupils. It was lacking in only one particular, a Particular spelt with a capital P, for it stood for the presence of our beloved teacher, whom we so greatly missed. But who can say that she was not really present? More than one of us spoke of her as "Our Invisible Guest," and, indeed, no one can enter the schoolroom, even with Miss Bruhn so far away, but what one feels her influence and inspiration right there.

Some of you may not know that Miss Bruhn is now abroad, lecturing and collecting fresh material to use in the school upon her return in March. In her absence her cloak has fallen on the shoulders of Miss Helen N. Thomas, who follows in her footsteps with both efficiency and originality. It was she who planned this party. Upon entering the room our eyes first caught Miss Bruhn's picture on a table, in the center of which was a large birthday cake, adorned with lighted pink candles. Upon the desk were roses, beside which was a birthday letter, full of loving good wishes to Miss Bruhn. Every one of us signed it and among the names was that of our special guest, Miss Bruhn's first pupil.

The festivities began with a "personality game," each of us being tagged on the back with the name of some famous character. The writer had the signal honor of representing Dr. Alexander Graham Bell! After much fun with this entertainment we had a lip-reading authors' game, Miss Thomas reading familiar quotations from the poets, the authors of which we must guess, and then, after this contest, we each drew on the blackboard an illustration of one of the foregoing quotations, arousing much merriment and sharpening our wits to discover to which it referred. It was now time for refreshments, the cutting of the delicious cake, the passing of fancy crackers and candy, and the serving of "prohibition punch," which was "just as good; yes, better!" Then, standing in a circle, we each and all drank a toast to Miss Bruhn—"God bless her!" This was followed by a second toast to Miss Thomas, after which we "fell to" and did great justice to the viands. Thus ended our happy day.

### THE JERSEY CITY LEAGUE

The Jersey City League for the Hard of Hearing is a new organization. In the words of its president, it is a "going concern." Dr. Talbot Chambers has done wonders in organizing this League and through his efforts the organization has an excellent teacher paid by the Board of Education. Lip-reading classes

are held in the afternoons and evenings four times each week. The League now has educational, employment, and welfare departments. If you are deafened, some one or all of these benefits would be yours by joining the League.

### A NEW CLUB: CLEVELAND, OHIO

The Cleveland Lip-Readers' Club, which has been in existence for some time, has been incorporated under the laws of Ohio, under the name of The Lip-Readers' Club of Cleveland. The officers are: President, Miss Louise Howell; Vice-President, Mr. E. H. Leutner; Secretary, Mr. F. W. Steinhilper; Assistant Secretary, Miss Verne E. Arter; Treasurer, Miss Arla Riley. Permanent quarters for the club have not been selected, but it is expected that suitable arrangements will soon be made for the same, and there is every reason to believe that the club will be a successful one.

The purposes for which the club is formed, as stated in the articles of incorporation, are as follows:

- (1) To promote a wide-spread interest in the study of lip-reading.
- (2) To create a center for the hard-of-hearing, affording those so handicapped an opportunity of getting together at a common point, where, by practise in the art of lip-reading, the members of said corporation and others similarly handicapped may be enabled more fully to enjoy association with their fellow-men, and thus add to their happiness, relieve their isolation, and increase their economic efficiency.
- (3) To be an active instrument of helpfulness to the hard-of-hearing, in every possible way.

### THE LOS ANGELES LEAGUE

The League is growing, and hopes soon to have a home of its own. Its aims for 1921 are: More members, better lip-readers, more sociability, more funds, a home, more people helped to employment. At a recent meeting officers were elected as follows: President, Miss Mary E. Rice; Vice-President, Miss Augusta Senter; Secretary, Miss Daisy M. Way; Treasurer, Mr. Samuel H. French. For the present the League's address is: 603 Story Building, Los Angeles.

The Wright correspondence course for mothers is evidently proving helpful. A lady in the Middle West writes: "My only lament is, 'Why, why, *why* did we not know of all these things years ago?' How much it would have meant to us then, and how much easier it would have made our problem now!"

Do you realize the difference that early mastery of speech-reading will make?

Speech-reading "turns a physical handicap into a mental achievement."

# THE VOLTA REVIEW

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*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## EXPERIENCES OF AN AUSTRALIAN LIP-READER

By E. M. B.

Cartoon Illustration by Saul N. Kessler

VERY FEW people who have normal hearing can realize how hard it is to be deaf and to be cut off from the joys of conversation and companionship; in truth, the majority of people are quite contented to go through life regarding "the deaf" either as utter bores or as ceaseless subjects for mirth and jokes. When a lame or a blind man stumbles, the sympathies of all the onlookers are with him, but when an unfortunate deaf person makes an incorrect or stupid reply, the whole world rocks with laughter and thinks the mistake a ripping joke.

However, even at the risk of being laughed at or of being thought an utter fool, it is better for one with this infirmity to join as much as possible in general conversation than to sit in silence and try to look grateful for the occasional crumb of conversation which one more kindly than the others may chance to throw at him.

Why is it that so many people believe that those who are deaf are solely interested in one subject, viz., the weather? It is quite a common thing to see one of a group of people, who are merrily chatting and laughing together, suddenly turn to an unfortunate onlooker and remark slowly and distinctly, "Beautiful weather, is it not?" and then return to the others with an only too-evident air of having accomplished a gracious and kindly act.

However, with my own personal experiences as a successful "lip-reader" I

can safely affirm that, with a sense of humor and a knowledge of lip-reading, it is quite possible even for one blessed with this wretched infirmity to enjoy himself, and to get more than quite a fair share of fun and enjoyment out of life by watching the lips of those around him. The conversation one sees in the trams alone are often a pure joy to a deaf person. How well I remember one little incident on a Chapel Street tram. Two immensely stout women, both dressed in obviously new mourning of the deepest black, profusely overtrimmed with crape and, alas! sadly spotted with remnants of their last few meals, seated themselves in the tram and, after mopping their streaming faces—it was a roasting summer day—one turned to the other and said:

"Now that pore dear Pa is gone, wot do you think I'm goin' to do? I'm going to pack up 'is dress cloes and send them to the pore Belgians!"

Visions of what "pore dear Pa" must have been like flashed through my mind, and for fear of disgracing myself by laughing I resolutely turned away from the temptation of watching the rest of the conversation.

Another time I got into a Toorak tram, dressed in a clean white linen coat and skirt, which I had washed and ironed myself that morning before breakfast. Two working women, dressed in very dirty and crushed summer frocks, sat opposite



to me, and one of them cast her eye over me, and then remarked to her friend:

"Don't that wite coat and skirt look nice?"

The other gave me a vindictive glance and said sourly:

"Oh, yes! but it's all right for 'er; she don't ave to do it up 'erself."

It was truly hard for me to refrain from adding, "She 'do 'ave to do it up 'erself."

Of course, to deliberately pull one's thoughts together and concentrate sufficiently to watch the lips of one's fellow-traveler makes the lip-reader have the guilty feeling that one would associate with "lookin' through a keyhole"; but it is often quite impossible to avoid seeing what others say. Some people's lips move so well that they are open books to a good reader. For instance, a well-known society woman, who is almost totally deaf, was standing in a doorway one day, sheltering from the rain, when two ladies passed. They glanced at her and she distinctly saw one say:

"Rather pretty, don't you think?"

The other replied, "More smart than pretty, I think."

Some years ago I met with an accident in a Sydney tram, had my shoulder badly dislocated, and was obliged to wear my arm in a sling for some time. I felt quite in the fashion, because it was the time of the smallpox scare and numbers of people were wearing slings as the result of vaccination. One day I saw two women speaking about me in the tram; one of them remarked:



"EXCUSE ME, MADAM; THIS SLING IS NOT FOR VACCINATION; IT IS FOR DISLOCATION!"

"Fancy puttin' a great sling like that on after vaccination; some people do make a fuss about nothing."

The other replied with a scornful look at me:

"Yes! wot a sight; I don't think nothing of being vaccinated."

I was so indignant that I arose, walked down the carriage to the speaker, and said, sternly:

"Excuse me, madam; this sling is not for vaccination; it is for dislocation!"

The woman looked at me as if I were bewitched. They

were utterly astounded, and one of them said: "How did you know what we said; you could not have heard from up there?"

I contented myself by replying, "Never mind how I knew, but don't be so ready to judge others again," and walked back to my seat, leaving the women looking more than surprised.

One of the most amusing conversations I have seen in the trams took place between a very jolly-looking old gentleman and a returned soldier. The older man remarked cheerfully:

"Yes, my boy came back from the war last week, but he left his left leg behind him, and the day after he came back I said to him, 'My arm is awful bad today, son. I have neuritis something awful in it.' Now what do you think my boy replied to that? He said, 'Have it off, dad; have it off! Come on, old chap, be a sport and be one of us! Have the arm off and be one of us without a limb.'"

A knowledge of lip-reading sometimes puts one in a rather doubtful position. A

lady picked up an umbrella one day in a tram at Victoria Bridge and asked me if it were mine. I replied that it was not, and added, "I don't know whose it is, but I suppose it belongs to one of the passengers who has just got off." As I said this, I glanced out of the window and distinctly saw one of two nuns, who were standing on the pavement, say to the other:

"Oh! I've left my umbrella in the tram."

I turned to the lady, saying: "Oh, it belongs to that nun."

I dropped it through the window, and the nun ran over and picked it up. The lady was most indignant. She said:

"How do you know that it belongs to the nun? You told me you did not know whose it was. You had no right to drop it through the window; you should have let me give it to the tram man."

I was too embarrassed to explain, and as she and the neighboring passengers continued to flare at me as if I were a thief, I quietly moved down to the other end of the tram and buried myself in a book.

Men with mustaches are a lip-reader's greatest *bête noir*. I always avoid them like lepers, but it seems to be my fate to be served in shops by these fellows. Sometimes, in despair, I ask for a clean-shaven man, but that usually involves an explanation, and so little is known of lip-reading that if one mentions one is dependent on it, one is immediately stared at as a curio. Sooner than explain, I usually try to guess what is said under the mustache, and in consequence I often find myself in great difficulties. I once asked a shopman, whose mouth was completely hidden by a beard and mustache, for some methylated spirit. He made some reply, to which I merely smiled and nodded, but he seemed far from satisfied and repeated the sentence. I ventured to reply with "Indeed!" Still he persisted in repeating the remark over and over again, until, in desperation, I crossed the shop to a clean-shaven man, who was shopping at another counter, and said to him:

"Would you be kind enough to come over and tell me what the shopman is saying. I can't understand him."

The stranger good-naturedly complied and the mystery proved to be, "Do you think we will have any more rain?"

I was so annoyed that it was only by a violent effort that I refrained from replying, "Good Heavens, how do I know. I'm not a weather prophet!"

Strange to say, most chemists seem to cultivate mustaches, and in consequence a visit to a chemist's shop is always more or less of an ordeal. I have often tried to avoid trouble by carefully watching at the door until the mustached one is busy serving some one else, and then hurriedly slipping in and trying to be served by one of the girl apprentices; but even then it is ten to one on the chemist sending the girl on an errand and persisting in serving one himself. In fact, this has happened so often to me in Melbourne that I have reluctantly come to the conclusion that there is no sport a chemist enjoys more than bewildering an unfortunate deaf customer.

A lady who reads lips well had an amusing experience at the opera. One night last month she saw one of the actors on the stage say quietly to another actor, "Billy Hughes is here; Billy Hughes is in the theater." She told a friend who was with her what she had seen, and the friend could not believe her until after looking round they discovered the Prime Minister sitting in the audience.

The same lady went for a motor trip to the hills with her husband one day, and on the way home they stopped at a wayside hotel for afternoon tea. A very smart and showily dressed woman was having tea with a young man in the same room, and they attracted the attention of the lady and her husband, and he remarked to his wife: "I wonder if those people are married or if they are only friends out for the day?"

His wife said: "I think they must be married, because the woman is wearing a wedding ring."

The husband said: "Oh, that's nothing; any one can wear a wedding ring."

The lady watched them for a few moments and then said: "You are right! I see now they are not married because the woman said to the man, 'Do you like

## WHY DON'T YOU PLANT AN ACORN?

By ANNE C. NORRIS

**T**HERE are so many ways of doing so many things in this world! Some of us like one way, some another, but if we all reach the same goal, does it matter much what method we pursue?

What is life worth? To me a day is a day to be used, to be filled with usefulness in such a way that if tomorrow we die we are missed. If those of us who are hard of hearing should follow the advice given by some aurists, we should soon become useless and filled with thought of self. Many of them tell us that if we get overtired we will become deafer, and so we watch ourselves and compare the different noises in our head, wondering whether they are increasing as a result of our work. Oh, the selfishness of this course! I have never felt more ostracised or enveloped by the cloud which was hanging over me than when I was following this advice.

What we must learn is to forget self. That can be done only through service for others. If we are losing our hearing, we think ourselves greatly handicapped and do not see how we can enter into service for others, if we must compete with our hearing brothers. So why not establish an organization where all the workers are deaf. There we can throw ourselves into actual service at once. Soon we regain confidence and poise, and what we do in this work we find ourselves willing to try to do among our hearing brothers.

There is a guild in my community, where hard-of-hearing people meet to work out the problems of their common limitation, and through helping each other help themselves.

This organization, how was it formed and by whom? Some pupils in a lip-reading school, realizing that during school hours the regular lessons must not be interrupted, decided to meet twice a week so that they might talk together. Letters were sent to fifty pupils of the school, and forty-eight expressed a willingness to pay a dollar and join, although they did not know just what they would do in such a club. The following is the letter sent:

It is the purpose of the pupils of the — School to form a club. Its object shall be to promote all interests that may be beneficial to those of us who are laboring under the weight of the limitations we share in common. Our meetings shall be of a nature to enable us to talk and discuss the difficulties and trials that we so often experience and pass through in silence, because we feel we have no right to inflict our troubles upon others.

The sole purpose of this organization is to form a center where we can speak our thoughts sincerely. Those who are struggling through the clouds of discouragement and anxiety may feel at liberty to speak aloud from their hearts; those who have passed through the clouds and stand in the light of faith and courage have a message that the club needs, since those who *have* overcome are best fitted to help others *to* overcome. In this spirit the club may be a center for all and may in time become worthy of such a title as "clearing-house for the blues."

A little wholesome philosophy, a little social comradeship, a little constructive thought, are three of the factors that we hope to embody and express through our society, for the mutual benefit of its members.

It is the sincere hope of all who have the welfare of the club at heart that you will be present at the first meeting, in order to assure us of your good will and interest. The meeting is to be held —

Kindly send word whether you care to be present at this meeting, in order to show your personal interest in and sympathy with the undertaking, on or before — to — —.

Meetings were held, and the members soon found that there were many things they wanted to do. Officers were elected—a president, two vice-presidents, secretary, treasurer, and two members at large—and a simple constitution was drawn up. They were not to be led by a hearing person who would feel for them interest and sympathy, but by a deaf person, who knew what they were undergoing, who realized that they must be taught to strengthen themselves to bear their burden, and that they must school themselves to be of more use in their community and not allowed to sink back through defeat to become of less use. The organization was to be *theirs*, and it was because they *were* deaf that they *could* do the work in and through it, and not because of their deafness that they *could not*.

From this small beginning grew an organization of 350 members, 268 of

whom are deaf. The deaf are the active members, and only they can hold office and vote.

A friend, appreciating the beauty of the service, has subscribed generous funds in order to help it, and, wonderful to say, considers this a privilege. Hence the work has not been a charity thus far, but a center where we each give of our best, pouring in love and devotion and receiving in return that strength which enables us to meet our difficulties "bow on," growing a little more skillful through each effort, so that we do not force our limitation on those around us.

Remember that it all came from the gathering of a few people with a leader whose only desire was *to serve*. As the band grew in numbers, activities, and properties, it became necessary to incorporate; but when that time came, the business was entered into intelligently, for that great teacher, Experience, had taught the members what was needed in their particular community and how best

to formulate rules to govern its interests and purposes.

Why cannot deafened people in other communities do this same thing? From a little acorn a fine oak may grow. Let the genuine desire be to strengthen one another rather than just to help one's self; and, above all, let the leader be not a hearing person, who through very sympathy might encourage us in our desire to indulge in self-pity, but a deaf person, who has felt the weight of the cross and who knows that only by bearing it more bravely each day can our strength be increased so that we can carry the burden without its deforming us, or causing us to feel the need of self-pity.

Those of us who are deaf must, then, study speech-reading and have the help of an organization where the classes, lectures, and active responsibilities on committees will give us a chance to practise that art, and, becoming more adept, gain that poise and confidence in ourselves which is our only salvation.

## THE HERMIT-CRAB

By GRACE IRENE CARROLL

THE LITTLE steamer bearing Edith Warren across the lake glided placidly over the surface of the still, dark water, its prow cutting noiselessly through the long evening shadows that were slowly, sleepily reaching over from the hills on the opposite side. The evening sky was full of a soft, pale radiance, the afterglow of a fast-fading sunset, and the quiet of swift-coming dusk had already settled on the enclosing hills. It was Saturday night, Tom's night to come up from the city, and Edith, following her usual custom, was on her way to meet him.

Although it was but a few minutes' sail from the great hotel at the other end of the lake to the tiny landing place on the north shore, whence the road led down to the railway station, Edith's eager anticipation of Tom's arrival, the bright event of each long, lonely week, filled her with such joy it was with but ill-restrained impatience that she watched the tiny wharf draw nearer and nearer,

and at last stepped ashore when the little boat tied up to its moorings. As she did so, a long, low plume of smoke told her that the train was rounding the bend below, and a few seconds later she saw it draw into the station.

At the top of the hill she stopped and waited, watching anxiously as the train disgorged its load of passengers, who, piling into waiting automobiles and carriages, quickly dispersed. Soon she caught sight of a familiar blue-serge-suited figure that began the long ascent to the lake landing. It was too tiresome a climb back up the hill, so she merely waited where she was for Tom to join her, returning his recognizing wave of the hat with a glad flutter of handkerchief and restraining her longing to rush down to his embrace.

How good it seemed to see him again. The week had been rainy and longer than usual to her. Her weeks were always long, for, though Tom never could seem to understand her feelings on the point.

Edith, afflicted as she was by deafness and consequently sensitive and retiring, found the gay life of the hotel and the social activities of its summer element only an emphasis of her own isolation and loneliness. Deaf people, she argued, were apt to prove a nuisance and a bore, and should refrain from inflicting themselves on others. It was a continual source of sadness to her to realize that she was forever disappointing new acquaintances and strangers who were disposed to be friendly, and to feel herself a burden and inconvenience to the unselfish friends who charitably endeavored to include her in the conversation and the social atmosphere.

The innate wish to be agreeable without the physical ability to gratify it, the being forced to appear vacuous and dull when often she knew herself to be better read and informed than the ones who had most to say, caused her to shrink into herself more and more. Then, too, refined and cultivated as she was, she disliked and dreaded being made conspicuous by a conversation addressed to her in a raised tone of voice.

For several years now they had summered at Green Lake, and the place itself, handy for Tom to reach for his weekends, was ideally lovely and restful. But year after year Edith found it more lonely and longed for the seclusion of home. Only for Tom's sake did she come. He needed the change at the end of each week. Every Saturday he came up from the city fagged and spent, to return on Monday morning rested and revitalized. So Edith continued each year to close the city home and return to the lake, filling the time as best she could between Tom's visits. But his departure each Monday morning left her as sad as his return on Saturday afternoon filled her with joy.

She watched him now, toiling wearily up the path, her heart rushing to meet him; for the twenty years of their married life had not dimmed the sweetness of their courtship; they were still lovers. Tom's heart was always where Edith was, and her growing deafness and sensitive withdrawal from people had intensified his affectionate desire to shield her from annoyance and hurt. Yet Tom,

fond and devoted as he was, could not always perfectly realize what it meant to be deaf, and did not always understand her feelings; so that Edith at times wept bitter tears, inwardly accusing herself of being a stone about his neck, a nuisance, and a trial. Tom never thought so; but he often felt a sort of impatient annoyance with her when she withdrew too much from contact with the world.

"You're a perfect hermit-crab," he said once when Edith had been wounded to the quick by a thoughtlessly rude acquaintance who had declared her too impossibly deaf to bother with. "You shrink into your shell at the least touch. Why care what one ill-bred woman says because she is too lazy to make the effort to have you hear her?"

"She only voices the general opinion. Tom," Edith had answered wearily. "What is the use of inflicting one's self on people when it is only out of kindness that they want to talk to you at all?"

"Nonsense," Tom said, in an annoyed tone. "You'll die in your shell if you stay there always."

"Better so," Edith said sorrowfully; whereupon Tom was all love and penitence and roundly denounced himself as a selfish and thoughtless brute.

But Edith remembered the appellation. A hermit-crab! Yes, that was what she must continue to be, for she was incurably deaf and inordinately sensitive about it. However, while she had Tom she was content; he was her world. How debonair he looked now, mounting the hill in his blue suit, his straw hat swinging at his side, and the dark hair that was beginning to show streaks of gray waving back from his white forehead.

While she watched him approaching rapidly up the stiff grade, a touring car full of a noisy, gay crowd of men and women started up the road. As they neared Tom, Edith saw them hail him merrily and suddenly halt the car. Tom hastily overtook them and stood, hat in hand, shaking hands with the ladies and laughing in his jolly, hearty way with the men. They opened the car door and half dragged him in; but she saw him point toward her and protest until they let him go. They sped on, waving gayly

to him as they disappeared, and Tom continued his way upward.

"How are you, Queenie?" he asked cheerily as he joined her, giving her the pet name that he had used since the time when they were sweethearts and kissing her affectionately. "My, but this cool air brings me back to life. It has been up around in the nineties all the week in the city, and I've sweltered in the office till there's nothing left of me."

"Who were your friends in the auto, Tom?" Edith asked, as they seated themselves on the deck of the little steamboat and started across the lake.

Tom mopped his brow slowly with his handkerchief before he replied. "Oh, that's Murdock and his wife, with a party of friends. Murdock and Ballantry, you know. They are on their way around to the hotel. We'll see them later, I suppose."

Edith's face fell. She had hoped to have Tom to herself over Sunday; but if this crowd of jolly folks were about, Edith knew that Tom's sociable disposition would draw him into their circle, where he would expect her to follow. It was what she dreaded and shrank from; for to be lonely in the midst of merriment was the loneliest kind of loneliness, and she had known it well only too often; for Tom's was a jolly, magnetic personality, and his company was much sought after and enjoyed. Edith, on the contrary, felt herself a nonentity, and she suffered, in her supersensitive way, quite as keenly as he enjoyed.

Tom's quick eye caught the disappointed expression that flitted momentarily across her expressive face. "You need not talk to them if you do not want to, dearie," he said kindly, giving the hand that lay near him on the railing a sly squeeze; "but I'll have to take some notice of them. They will expect it, and Murdock is one of our best customers. Isn't the twilight glorious? This tranquil scene rests me hugely after the noise and broil of the city."

Edith said nothing, but the ordeal of dinner loomed ahead and filled her with a dread that Tom would have found incomprehensible could he have known of it.

Edith arrayed herself with unusual

care for the evening. She was really a charming and attractive woman, and Tom felt a glow of pride as he surveyed her in exquisite evening toilet, her lovely, sensitive face topped by a cloud of wavy, fair hair and her high-bred carriage bespeaking refinement and taste.

The orchestra was playing and the dining-room was well filled, as they entered. Not far from the doorway, occupying a large table by themselves, sat Tom's lively crowd of friends, and as Edith and he paused a moment in the doorway, hesitating where to find vacant seats, one of the gentlemen arose and, stretching out a beckoning arm, imperatively summoned them that way. An obsequious waiter drew out two chairs, expectantly awaiting their approach to seat them. There was nothing to do but comply.

Tom introduced Edith to each of the people at the table, explaining in a lowered tone that she was hard of hearing. Edith's sensitive mind was at once subconsciously aware of the *sotto-voce* explanation, and the familiar reminder that she was different from other people, stigmatized as it were, awoke the customary bitterness and resentment against fate. It was always so; she was forever ashamed of *appearing* stupid and lacking, while impotently feeling herself the equal of others in intellect and gifts. Then the fear of saying the wrong thing, of making mistakes, of being laughed at, tied her tongue and made her seem cold and reserved. She was used to being left out, to being ignored and passed by. It was an old story to have her attempts at conversation fall flat; people invariably tired of trying to make her hear. She took her seat with an outward hauteur, but an inward sinking of spirit, and was glad to have Tom's hearty voice plunge at once into talk and laughter. She shielded herself as much as she could behind his good humor, quietly taking a cue now and then from bits she caught of his talk and making use of it to address the person on her other side.

This, by some ill chance, happened to be a florid, overdressed, ill-bred woman of loud manners and little feeling, who smiled meaninglessly in reply to Edith's tentative efforts at conversation, and an-

swered in monosyllables once or twice, raising her voice to a high pitch to do so, after which she quietly ignored any further attempts and left Edith tacitly alone. She had not sufficient innate kindness to impel her to further effort; but she laughed immoderately and loudly at Tom's jokes, frequently leaning in front of Edith to address him across her. The dinner was a misery to Edith, who ate little and spoke less. One lady on the opposite side of the table tried once or twice to draw her into the talk, and Edith, appreciating the kindness that prompted the attempt, tried hard to catch what she said; but she was glad when dessert was served and the dinner near to an end.

The talk had grown general and Tom was the center of attention with some animated tale of his. In the midst of the boisterous laughter and merriment which followed the conclusion of his anecdote, Edith quietly excused herself and slipped away. Tom was so occupied with his audience he did not notice her going, and apparently the others did not miss her.

She went upstairs to her room and tried to interest herself in a book; but her heart was heavy and sad and the short interval that elapsed before Tom came up to look for her seemed a very long time indeed.

"What did you run away for, Queenie?" he asked, bending over to kiss her, his face flushed with the afterglow of a good time.

"I came up here to read, Tom," she replied evasively. "I couldn't hear what was being said, you know, and it was rather stupid sitting there."

"Oh, that's it," said Tom good-naturedly. "Well, do you mind if I go back a while, dear? They're waiting for me. I just ran up to see if there was anything the matter."

And Tom left her to her book and her sad reflections. For two hours she remained alone, thinking, the tears at times wetting the page she endeavored to read—tears, not of weakness or self-pity, but of grief that she could not follow where Tom led; that they must needs grow more and more divided in spirit because of her affliction; that Tom was

unable to put himself in her place and understand her hurt. A hermit-crab he had called her. Yes, that was it, and alas! there was no help for it; she must continue to live content in her shell. Worse than all, deep in the depths of her lonely heart, there was ever a gnawing fear that as the years passed and she necessarily became more and more deaf, her hold on Tom would loosen, that he would find her less and less a part of his life, and would gradually slip away from her loving grasp. She felt the fear now in all its poignancy, and, bowing her head on her arms, she prayed with the fervor of despair for help, for relief from her distress, for a light to shine in her darkness.

The week which followed was one of oppressive heat and humidity, and there was a sudden influx of new arrivals at the hotel, people seeking relief from the intense heat of the city in the cool mountain air. Among them was a Miss Brown, a teacher in an institute for the deaf, who had come to spend the remainder of the summer at Green Lake. She became interested in Edith at once, her observant eye telling her that here was one of the large suffering class of the deaf with whom she was used to dealing, and she made bold to become acquainted with her.

"My dear," she said kindly, as they stood together one morning, "why do you not study lip-reading? It has helped thousands; it will surely help you"; and she went on to tell Edith of her work among the deaf, of the many whom she had watched emerge from gloom and despair to joyous achievement.

Edith listened eagerly and resolved passionately to acquire the art. She sent for books of instruction at once, and with Miss Brown's help began enthusiastically to employ her time in acquiring the principles of lip-reading.

The long summer months rolled away and Edith said nothing to Tom of her study or hopes. Regularly he came up for his week-ends, and Edith, as she progressed and grew more proficient, emerged gradually from her shell, little by little mingling with greater freedom with the guests of the resort.

"Do you know, Queenie," Tom said

one Sunday, "I fancy that you hear a good deal better than you used to."

"Do you, Tom?" Edith answered, smiling softly. "What makes you think so?"

"Well, for one thing you don't seem to run away from people the way you used to," Tom answered knowingly. "You seem to get along a good deal easier and are not so shy. It is a vast improvement and it makes me happy to see you less retired and sensitive. After all, I believe it is a good thing for the hard of hearing to mix with folks a little more. Don't you think so?"

"Perhaps so," Edith replied quietly.

When the summer was over and they returned to the city, Edith joined a class in lip-reading, and all through the winter, as she continued to study and improve, the corresponding rise in the joyousness of her spirits was unmistakable. It mystified Tom.

"I can't understand it, Edith," he said one day. "You used to be so solitary and shrink from every one; now you seem to seek people out and to have as good a time as the other fellow. You're getting positively keen on meeting all your social engagements."

"It's so, Tom," said Edith happily. Then she told him of her summer's study and how it had helped her. "I've been continuing this winter," she said, "and you see I am able to use my eyes now to help my ears. You can't call me a hermit-crab any more."

"Did I ever call you that, dear?" said Tom penitently. "Well, I'll certainly have to take it back. You're more of a butterfly now, aren't you? I must say I tender my hearty endorsement to the study of lip-reading, since it is responsible for such a wonderfully happy transformation as I see in my one-time 'Hermit-Crab.'"

## TWO. TO?

By WILLIAM F. O'CONNOR

Cartoon by Saul N. Kessler

HAVING lost my hearing in the army, I frequently have trouble in understanding people when they speak to me. I often get a call-down that makes me jump.

I remember one night I had invited a young lady from a small town in New Jersey to accompany me to the theater in the city. I was just learning lip-reading at the time, and wished to see if I could understand the speakers on the stage.

Arriving at the station after the show, I found we had only a few minutes to catch the last train for home. Sending the young lady ahead, I dashed up to the ticket-seller and shouted, "Two tickets!" I read the ticket-seller's lips and understood him to say, "Two?" and I answered, "Yes, two," and every time I would answer, "Yes, two," he would repeat, "Two." The more he repeated, the madder he got. At last his temper got the best of him. Reaching out of the ticket window, he got a firm grip on my collar, gave me a yank, and shouted, "Two, damn you, two! Yes, two, two,



"YES, TWO."

two, *two*; but, damn you, tell me where in hell *to*?"

I broke away, leaving my collar in his hand. Not until two weeks later did I find out that all the time he had been asking me, "Where to?"

[EDITOR'S NOTE.—Mr. Kessler's cartoon was inspired by the publication of "Two. To?" in the February *VOLTA REVIEW*.]



## THE RESPONSIBILITY OF THE PHYSICIAN IN OTOTOLOGY \*

By HORACE NEWHART, M. D., Minneapolis

OTOLOGY has long been, at least nominally, a required subject in all of our Class A medical schools.

After attempting to teach this subject during the greater part of ten years, we may take the liberty of asserting that, in proportion to its importance, there is no branch in medical science which has been so generally neglected as diseases of the ear; nor are there many fields in medicine more promising as to possible results than otology.

The attitude of the average practitioner toward the subject of otology after graduation, or as soon as he finds compensating work in other lines, is usually one of passive indifference, if not one of confessed helplessness or even boasted ignorance. This statement is not made as an unkind arraignment of the medical profession, but as a frank admission of an actual condition whose general recognition will do much to correct harmful shortcomings and will enable us to discharge more fully our duties to the public.

That the general practitioner is not enthusiastically interested in otology is due largely to the failure of our undergraduate schools to provide adequate instruction in this subject, with the result that the graduate in medicine is insufficiently prepared to cope successfully with even the ordinary ear disorders which fall very properly within his province. Another large factor which has made otology unpopular has been the almost universal tendency of the laity and the profession to neglect all but the most obvious or painful ear affections, until it is too late for even the specially trained otologist to handle them with any possibility of securing brilliant or satisfactory results. This tendency to neglect the ears is almost as common among the intelligent and well-to-do as among the indigent.

How poorly the profession has succeeded in the practical application of the

first principles of modern otological teaching and how great is the need for an awakening of interest in the subject are convincingly proven by the prevalence of ear diseases and the consequent impairment of hearing which exists at the present time.

Recent reports of defects found in drafted men in the United States Army disclose the presence of ear disorders in 42,000 out of 2,754,000 men, and it is not unfair to the examiners to assume that only the more noticeable lesions were recognized. Medical examinations in our public schools show that from 2 to 6 per cent of children of school age have chronic suppuration in one or both ears, and from 2 to 14 per cent have defective hearing. The variations are due to conditions in different schools and to the personal accuracy and skill of the different observers. As the average examination, of necessity, is carried out hurriedly and with unfavorable surroundings, many cases escape detection.

Von Troeltsch has gone so far as to say that among persons over twenty years of age, when tested with great accuracy, one out of every three shows some impairment of hearing. Professor Koerner, of Rostock, made the surprising, but as yet unrefuted, statement that 4 per cent of all deaths occurring in Prussia under the thirtieth year of life were due to ear diseases.

On the basis of available statistics, it has been conservatively estimated that there are in the United States today not less than 3,000,000 persons whose hearing is so impaired as to exclude them from many occupations and to interfere, more or less, with their educational progress and social contact with their fellows.

A single manufacturer of an electrical apparatus to aid the hard of hearing publicly advertises that there are in use 400,000 of his appliances. Doubtless many other afflicted persons would purchase the same sort of contrivance if they could pay the price or could endure the annoyance of wearing the apparatus.

\* Presented before the Hennepin County Medical Society March 1, 1920. Reprinted from the *Journal-Lancet*, Minnesota.

The wide prevalence of ear diseases suggested by the above figures has an added significance when we realize that it is universally conceded that from 75 to 85 per cent of all diseases of the ear and the associated impairment of hearing acuity are absolutely preventable, and that at least three-fourths of all such cases could be eliminated in a single generation.

The responsibility for the prevention of ear diseases, in common with all other beneficent movements for health reform, rests primarily with the medical profession, and this responsibility falls with much greater weight upon the man in general practise than upon the otologist; for it is the former who, through frequent and intimate contact with the many, is alone in a position to give help and advice at the time when it will be most productive of results.

While public interest has for a long time been actively concerned in the conservation of vision, and nearly all of our States have laws to prevent ophthalmia neonatorum and to safeguard the eyes against carelessness in industrial plants, and there exist numerous societies to promote the welfare of the blind, there has been a conspicuous absence of organized effort for the prevention of ear diseases, and until recently no specific steps have been taken in this direction. But we must acknowledge with pride the liberal provisions which have been made for the education of the deaf.

The situation as regards the prevention of deafness, however, is rapidly changing. The concern of all classes has of late been aroused as never before to the need of bettering the physical condition of the individual; and in this fact lies our chief hope for a speedy improvement in the situation as regards the conservation of hearing.

Ever since his own specialty first laid claim to recognition, the pediatrician has been a staunch ally of the otolaryngologist. He has been quick to appreciate the importance of the prompt detection and early treatment of ear diseases among the young, and has urged the elimination of all local disturbances of the upper respiratory tract which lead to ear involvement.

Medical inspection in our public schools and other educational institutions has already accomplished much for the cause of otology through the early discovery and correction of ear diseases in those of school age. Many of our normal schools are now including in their required work courses in school hygiene which fit the teacher to recognize defects of the special senses and to suggest the importance of early treatment; so that even in the more remote communities the young will not be neglected as they have been in the past.

As a further assurance that some day we may hope to see deafness a relatively uncommon affliction, it should be noted that an able committee of representative organizations of otolaryngologists and of the Association of American Medical Colleges is at the present time at work in an effort to standardize and make more effective the teaching of otology in our undergraduate schools.

In view of the manifest awakening of interest in all that pertains to the conservation of health, including the conservation of the organs of special sense, we may well pause to consider what are the responsibilities of the physician (in distinction from the specialist) to the public as regards otological practice. Surely, in communities where there is no specialist, or in a practise in which his patients look to him as their adviser in all medical branches, he can no longer consistently sidestep his obligations.

In a general way he should make himself as familiar with the elementary facts of otology as he is with the fundamental principles of other departments of medicine. This implies, first of all, that he should be able to make a complete functional test of the hearing in order that he may detect even slight departures from the normal, and differentiate a lesion of the sound-conducting apparatus from one of the sound-perceiving apparatus. This involves a practical working knowledge of the ordinary tuning-fork tests of Rinne, Weber, and Schwabach, and the ability to detect any material reduction of the lower and upper tone limits. In view of the present demands upon one's skill, an ability to use the tuning-forks should be as much a part of one's prep-

aration to practise medicine as is the use of the microscope or the blood-pressure apparatus. He should be able to recognize with certainty the presence of any lesion of the upper respiratory tract which might be a casual factor in producing ear disease.

Any less knowledge than what has just been indicated is absolutely inadequate, for it is only by the very early detection of departures from the normal and the immediate removal of all active factors that we can hope to make any material gains in combating those insidious affections which cause so large a percentage of deafness, often first noticed by the patient only after he has reached adult age. We cannot emphasize too strongly this point, for the average individual is, as a rule, quite unaware of any gradually oncoming impairment of his acuity of hearing until it is reduced to less than 20 or even 10 per cent of the normal. Therefore, it is of the greatest importance that the family physician insist upon regular periodic examinations of all his regular patients according to their individual ages and needs. He should include such a test in every general physical examination and in the examination of applicants for life, health, and accident insurance. In the event that departures from the normal are detected, the cause must be at once investigated and its prompt removal secured.

The practitioner should know that not infrequently the presence of an impairment of the sound-perceiving apparatus (that is, nerve deafness) points to a focal infection outside the middle ear or to some systemic disease. The recognition of this fact and the further knowledge that symptoms on the part of the static-kinetic labyrinth are often the expressions of disease in other parts of the body, emphasize the truth, too often ignored, that otology can no longer be considered as an isolated branch of medical science.

It follows that he is a better otologist who will maintain the broadest possible interest in medicine as a whole. And the general practitioner unquestionably will be a more efficient diagnostician and therapist if he will utilize in his work the

teachings of otology as it is related to other departments of medical knowledge.

In the discharge of his obligations to the public in the field of otology, the medical man must help to combat certain popular fallacies regarding the ear, some of which, unfortunately, lurk as superstitions in the minds of not a few of the profession itself. We refer among other things to the prevailing attitude toward operations on the mastoid. Many lives are sacrificed annually because of a traditional, but groundless, fear as to the results of such operative procedures. The indications for operation are now so well understood that, both to avoid complications and to preserve the maximum of hearing, when once the conditions demanding operation are recognized, no time should be lost.

Experience, gained largely during the present epidemic of influenza, makes it wise to call attention at this time to the fact that it is seldom necessary to delay an indicated mastoid operation because of the presence of pulmonary, nephritic, or cardiac disturbance, making a general anesthetic unsafe. The operation is very satisfactorily performed under local anesthesia. During the past three weeks we have had occasion to do the simple mastoid operation seven times under a local anesthetic, the patients being from twelve to thirty years of age. In none of these cases was there complaint of severe pain, nor was there evidence of great nervous strain.

The almost universal neglect of chronic suppuration of the middle ear may be regarded as a serious indictment of the intelligence of the physician as regards his comprehension of modern views on the surgery of the ear. It is a well-established principle that, with but few exceptions, every chronic suppurating ear which does not yield in a reasonable time to careful treatment should be given surgical care in the form of the radical or some modified form of the radical mastoid operation, but only at the hands of a skilled aural surgeon. The operation thus performed involves so little risk that this is negligible compared with the ever-present danger from endocranial complications, the certainty of a

progressive loss of hearing, and the possibility of serious remote effects from the focal infection within the temporal bone.

It is well within the scope of this paper to sound a note of warning against the possibility of overlooking two very dangerous aural conditions which may escape diagnosis until autopsy. One is a chronic suppuration of the attic, which may exist with but few symptoms. The hearing is often well preserved, the discharge is usually so slight as to cause the patient no consciousness of its presence, and the only otoscopic evidence of its existence is a small defect in Shrapnell's membrane, covered with a minute quantity of pus or with an accumulation of scales of dried purulent discharge. This form of middle-ear suppuration is a frequent cause of brain abscess or meningitis. The other condition we may designate as a latent or occult mastoiditis which is prone to occur in epidemics of perforative otitis, with the pneumococcus or the streptococcus mucosus as the predominant micro-organism. In such cases the middle-ear suppuration has run its course, the discharge has ceased, and the perforation is healed, but the drum-head is slow in clearing and its luster is absent. The hearing may have shown decided improvement. The patient complains of a vague discomfort in the mastoid region, possibly has a unilateral headache, and deep palpitation often discloses sensitive points over the mastoid process. The x-ray usually gives positive evidence of disease with the bone. Such cases call for early operative interference.

It has been far from the purpose of this paper to advocate that every man in practise should qualify as a specialist in otolaryngology. It does, however, suggest the question: To what extent may the general practitioner invade the special field of the otolaryngologist? The obvious answer is that the man in general work, if he would meet the urgent needs of his practise and discharge his just obligation to the public, must be prepared to give better service in the line of otolaryngology than in the past. His activities, however, must be strictly confined within the limits of such procedures as he is qualified safely and intelligently

to perform, and should never be extended to the point of assuming responsibility beyond his skill. Moreover, the scope of his work must depend in each case upon his individual training and upon the geographical location of his practise as regards accessibility to men of more highly specialized training than he himself possesses.

The passing of ear diseases and of deafness within the life period of one generation cannot be hoped for by even the most enthusiastic optimist, but, through a generous co-operation on the part of the general physician and the otologist and the utilization of every educational and other agency engaged in a crusade for better hygienic conditions, we may well hope to see within a single decade a great reduction in the number of those destined to be afflicted with ear disorders.

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THE AMERICAN ASSOCIATION TO PROMOTE THE  
TEACHING OF SPEECH TO THE DEAF

The Society has a long name!

It also has something to claim—

It's that VOLTA REVIEW,

Do they send it to you?

They don't? Well, I never! For shame!!

—*Speech-Readers' Guild of Boston.*

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SPORADIC CONGENITAL DEAFNESS—Dr. Kerr Love maintains that sporadic cases of deafness are not only clinically but genetically identical with the hereditary cases; that sporadic congenital deafness is hereditary and that such heredity is mendelian.—*Journal of Laryngology, Rhinology, and Otology, London.*

Miss Helen Peppard, formerly Secretary of the Round Table, is now Director of Speech Improvement of the State of Pennsylvania. Miss Peppard, who took office on January 2d, was for several years clinical assistant to Dr. Frederick Martin, and Supervisor of the City College Speech Clinic, New York.

Dr. Frederick Martin is now delivering a course of lectures, on alternate Saturday afternoons, at the Pennsylvania Institute for the Deaf, at Mt. Airy.

There has been a general awakening to the need of special teachers for the correction of speech defects. Many cities are seeking those who have had clinical training of a recognized standard.—*Round Table Bulletin.*

Miss Mary E. FitzGerald, of Chicago, is advertising, as her eleventh conducted tour, a trip to England, France, Holland, Belgium, Switzerland, Italy, and the battlefields. A teacher of the deaf will be present to help those who are hard of hearing.

## QUESTIONS ON THE TEACHING OF PHONETICS\*

1. SHOULD the elementary sounds be taught by *imitation* or by *position*? Explain answer.
2. Which sounds of the vowels should be taught first? Why?
3. What is meant by *analysis*? by *synthesis*? Illustrate.
4. How should a three-letter word like *rub* or *bid* be analyzed into its elementary sounds? How many steps are there?
5. When the three elementary sounds *r*, *u*, and *b* are blended to form a word, in the first step is the vowel *u* blended with *r* or *b*? Why?
6. Explain how to teach the following:
  - a. Words with two or more final consonants—*tint*, *hand*, *fists*, *flints*.
  - b. Words with two or more initial consonants—*drag*, *plant*, *spin*, *strap*.
  - c. Words with consonant digraph initial or digraph or tri-graph final—*when*, *that*, *hang*, *catch*.
7. How should words like *fine*, *note*, and *cute* be taught?
8. Explain the difference between silent letters, such as *e* in *note* and a useless silent letter like *k* in *knife* or *c* in *give*.
9. How should words with a long vowel digraph, like *coal*, *meat*, *pie*, *cue*, and *laid*, be taught?
10. How should words like *ball* and *call* be taught? What is the objection to teaching *all* as a "family phonogram"?
11. How should words like *gold*, *child*, and *bind* be taught?
12. How should *unphonetic* words be taught? *analogical* words?
13. How should words containing diphthongs—*boil*, *toy*, *out*, *cow*, etc.—be taught?
14. How should you teach words in which the vowel is modified by *r*, as *fir*, *farm*, *her*, *curl*, *corn*?
15. When is *c* an equivalent for *s*? for *k*? Why do the sounds of *s* in *cats* and *dogs* differ?
16. What are the equivalents for *j*? When is *dg* used instead of *g*?
17. Explain the sound of *g* in such words as *get*, *give*, *begin*.
18. Why does *ed* make an additional syllable in words like *hunted* and *budded*?
19. Why is *ed* pronounced like *d* in words like *dragged* and like *t* in such words as *rapped*?
20. What is the sound of *qu* in *quite*, *quick*, etc.?
21. What is the sound of *x* in *box*? in *exist*? Which is the voiced sound? What is the other sound called?
22. The position of the organs of speech is the same for *b*, *p*, and *m*. How do these sounds differ?
23. What is the position for the letter *f*? What other consonant has the same position? What is the difference between these two consonants?
24. What two sounds does the digraph *th* represent? What is the position for these sounds? The difference between them?
25. The five consonant sounds represented by *d*, *t*, *l*, *n*, and *r* are made by the tip of the tongue. How do these sounds differ and what is the position for each?
26. What is the difference between *s* and *z*? *ch* and *j*? *sh* and *zh*?
27. What are such pairs of letters as *b* and *p*, *d* and *t*, and *g* and *k* called?
28. What is the position for *w* and *wh*? What is the difference between these two sounds?
29. The consonant sounds represented by *g*, *k*, and *ng* are made by the same positions. How do the sounds differ, and why?
30. How ought a pupil to apply phonics in recognizing words?
31. What is *accent* and what is its significance in phonetics?
32. How and when should syllabication be taught?
33. What are diacritical markings and how should they be used?

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## ANSWERS TO QUESTIONS ON THE TEACHING OF PHONETICS\*

1. THE ELEMENTARY sounds should be taught to normal children by *imitation*. If the sounds are taught by *position*, it is liable to make the children self-conscious and to develop speech defects. When speech defects develop, children may be taught by position to correct the defects.

2. The short vowel sounds should be taught first to English-speaking normal children, because they are the most common vowel sounds in the language.

3. *Analysis* is the separation of a word into its elementary sounds. *Synthesis* is the blending of the elementary sounds to produce the word.

In analysis we start with the complete word—*c. g., bid*—and separate it into the sounds of *bi* and *d*, and then into *b i d*. In synthesis we start with the elementary sounds, *b, i,* and *d* and combine these sounds first into *bi d* and then into *bid*.

4. The initial consonant goes with the vowel following and the stress is on the first part of the word. *Rub* separates first into *ru b*, and then into *r u b*; so that there are two steps in the analysis of a three-letter word of this kind.

5. In the first step the vowel goes with the initial consonant; so that *ru* represents the first step in the blend. In oral speech the vowel goes with the preceding consonant; so that the first step is *ru*, not *ub*.

6. *a.* In such words as *tint* each of the two final consonants has its regular sound. Teach the first part of the word like a three-letter word, and then add the final consonant *t*.

*b.* Blend the initial consonants with the vowel following, giving *dra, pla, spi, stra*, and then add the final consonant. By many it is thought best to teach *ra* and then *dra, la* and then *pla*, etc.

*c.* As a digraph or trigraph simply represents a single consonant sound, words like *when, hang*, and *catch* have but three elementary sounds, and the problem is the same as that of a three-letter word—*whe n, ha ng, ca tch*.

7. Words in which the vowel is length-

ened by silent final *e* should be taught by showing the effect of the final *e*—*not note, hid hide, cap cape, cut cute*.

8. The final *e* in *note* is silent, but it has a function, as it shows that the preceding vowel is long. The *k* in *knife* is a *useless* silent letter. The final *e* in *give* is also useless, like the *k* in *knife*, as it is silent and has no function. Sometimes the silent letter distinguishes homonyms, as in *wring, ring; knave, nave; and knot, not*.

9. Words like *coal, meat*, etc., should be taught by showing that the first vowel is long and the second silent. The function of *a* in *coal* is the same as that of *e* in *note*.

10. In teaching *ball* show that *a* before *ll* has the same sound as *au* in *haul*. Do not teach the "family phonogram" *all*, as the vowel should blend with the consonant preceding. When the "family phonogram" *all* is taught, it does not bring out the phonetic fact illustrated by this word—*i. e.*, the effect of *ll* on the sound of the preceding *a*. This group of words may be taught by analogy.

11. Words like *gold* should be taught by analogy. In this and similar words of the group, *o* is not short, as might be expected, but is long, like *o* in *note*. What, then, is the sound of *gold*? How are *cold, bold*, and similar words pronounced? Do not permit the pupil to separate the word into an initial consonant and "family phonogram." Compare the new word with a known word of the same group and then pronounce it as a whole.

12. Unphonetic words should be taught as sight words—that is, as wholes. For analogical words, see answer to preceding question.

13. Words containing diphthongs should be taught like the corresponding words that contain simple vowel sounds—*can ca n, coin coi n*—but usually it is sufficient to teach the sound of the diphthong, as the blend difficulty is mastered before such words are reached.

14. In words like *farm, fir, corn*, etc., *r* combines with the preceding vowel to make a kind of diphthong, so that such

\* Courtesy of Ginn & Co.

words are taught in the same way as words containing a diphthong. (If it is necessary to divide the word, keep the initial blend as in *far m* and *cor n*.)

15. *C* is an equivalent for *s* before *e*, *i*, and *y*, and for *k* before *a*, *o*, *u* or a consonant. Following the voiceless *t* in *cats* the letter *s* is also voiceless, but after the voiced *g* in *dogs* it is voiced. This occurs frequently in English and is called assimilation.

16. *G* initial before *e*, *i*, and *y* is often an equivalent for *j*, as in *gentle*, *giblets*, and *gypsum*. Except in a few foreign words, *j* is rarely used except at the beginning of a syllable. After a consonant or a long vowel, *g* is generally used as in *rage* and *large*, but after a short vowel *dg* is usually used as in *ridge*.

17. In words of Teutonic origin, like *get*, *give*, and *begin*, *g* usually has its regular sound, even before *e*, *i*, and *y*. There is no other way to represent the hard sound of *g* before these letters. When the hard sound of *c* comes before *e* and *i*, we use *k* as in *key* and *kin*.

18. In words like *budded*, there would be two sounds of *d* in succession if *ed* did not make an additional syllable. Euphony requires the extra syllable. The case is similar in a word like *hunted*, because *t* is simply the voiceless form of *d*.

19. In *dragged*, *g* is voiced, and so euphony requires that the final *d* be voiced. In *rapped*, *p* is voiceless, and so euphony requires the voiceless form of *d*, which is *t*. (See answers to questions 15 and 18.)

20. When the sound of *kw* (or *kwh*) occurs in English, *qu* is used to represent this sound, as in *quite* and *quick*.

21. *X* has two sounds, the voiceless sound *ks* and the voiced sound *gz*. It is voiceless when final, as in *box*, or before a consonant, as in *extra*. When accented, it is also voiceless before a vowel or silent *h*, as in *oxide* and *exhibition*; but it is voiced when unaccented and followed by a vowel in an accented syllable, as in *exist* or *exhibit*. (In a few words from the Greek, *x* has the sound of *z*, as in *xylophone*.)

22. *B* and *p* are *stopped* consonants and *m* is a *continuant*: *b* is *voiced*, *p* is *voiceless*, and *m* is *voiced* and *nasal*.

23. In the position for the letter *f* the

lower lip touches the edge of the upper teeth. The position for *v* is the same, but *v* is *voiced* and *f* is *voiceless*.

24. *Th* has two sounds, as in *then* and *thin*. In *then* the digraph *th* is voiced; in *thin* it is a voiceless or breath sound. The position for each sound is the same—the tip of the tongue just between the teeth.

25. In the position for *d*, *t*, *l*, and *n* the tip of the tongue touches the gum just back of the upper teeth. The position for *r* is the same, except that the tip of the tongue does not quite touch the gum. *T* is voiceless; the other four are voiced. *D* and *t* are stopped consonants; the other three are continuants. *N* is a nasal.

26. *S* and *z* have the same position, but *s* is voiceless and *z* is voiced. *Ch* and *j* also have the same position, but *ch* is voiceless and *j* is voiced. In a similar way the position for *sh* and *zh* is the same, but *sh* is voiceless and *zh* is voiced.

27. Such pairs as *z* and *s*, *j* and *ch*, *b* and *p*, *d* and *t*, *g* and *k*, *zh* and *sh*, *v* and *f*, are called *cognates*.

28. In the position for *w* or *wh* the lips are rounded, the teeth separated, and the back of the tongue raised toward the soft palate, making a small opening both at the lips and in the back of the mouth. *Wh* is pronounced like *hw*, voiceless; *w* is voiced.

29. *G* and *k* are stopped consonants; *ng* is a continuant and a nasal. *G* is voiced and *k* voiceless.

30. If a child is taught phonetics in the right way, when he *hears* a sound he will visualize the phonogram that represents that sound, and when he *sees* a phonogram he will get an auditory image of the sound it represents. Unphonetic words must be taught as sight words, or wholes, but when a child sees a phonetic word the correct sounds of the phonograms are suggested, and this enables him to recognize the word and pronounce it.

31. In English pronunciation, *accent* is the stress that is placed upon one syllable in every word of two or more syllables. In accented syllables vowels have their normal or regular sound. In unaccented syllables the vowel sounds are usually modified. (See answer to question 27, first series.)

32. Spoken syllables offer no difficulty, as they are based upon euphony, and each consonant tends to go with the vowel following. Written syllables are significant in writing and printing and should be taught in connection with spelling, beginning about the fourth grade.

33. All the vowels and some of the consonants have more than one sound.

Diacritical markings are used to indicate the different sounds of each letter. They are not needed in phonetic words, but should be taught in connection with unphonetic words, such as *give, have, bread, kind, post, friend*, etc., in about the fourth grade, in preparation for the use of the dictionary in the fifth grade (see VOLTA REVIEW, January, 1921).

## MORE NEWS FROM HOLLAND

### Review of the Activities of the Association for the Promotion of the Interests of the Hard of Hearing, on the 12th Anniversary of Its Existence, March, 1908, to September, 1920

Translated into English by LOUISE I. MORGENSTERN

**T**WELVE YEARS and a half! Really a short span of time, but if one looks back upon all that the association has accomplished, one realizes that the work, which was called into being by a few enterprising and optimistic persons, has powerfully spread to an important and beneficent organization.

It was in October, 1907, when the many previous plans were put in operation. The honor is due to Mr. J. J. Ott Bultman as founder and originator of our movement. He called together, to a general meeting, a number of hard-of-hearing persons living in Amsterdam, Holland, to which he belonged himself, and about fifty persons obeyed the call; and, lo, life began!

As the first outward sign of the movement a periodical, entitled *Das Gehör (The Hearing)*, was published. Bultman himself signed as editor, and in all circles, within and without the ring of the hard of hearing, a lively interest was awakened thereby in the cause. The movement, once called into being, now took on even more stable forms, and on March 27, 1908, the federation of the hard of hearing was organized under the leadership of Messrs. Bultman, F. W. Heythekker, and Lukas. Thus closely associated, one went to work.

The first thought was given to hard-of-hearing youth—to the children with defective hearing—who, above all, must benefit by special instruction, if they are

to become useful members of society in spite of their hardness of hearing. Thus, courses in lip-reading were organized, first in Amsterdam, under the management of Mr. J. Schreuder; later in La Hague, under Mr. P. W. L. Brynen.

At the congress for ethical education, held in 1912, it was given to our brave pioneer, Miss Tine Marcus, through a convincing speech, to prove the need of special instruction for hard-of-hearing children, her youthful fellow-sufferers. It was also Miss Marcus who, together with Dr. Monton, started an examination in the public schools and found how large was the percentage of hard-of-hearing children.

Dr. K. v. d. Wal did the same also in Amsterdam, and from the dissertation written by him on this subject it can be gathered that a large number of children were to be assigned for special instruction. Through these preliminary labors a solid foundation was laid, which in the years 1913 and 1914 was crowned with success through the erection of two schools for hard-of-hearing children—the one in La Hague, the other in Amsterdam. These schools have attained excellent results and offer the best prospects for the future.

Dr. Sassefonds further aids the pupils that have graduated from the schools for the hard of hearing through vocational training, and in La Hague the association for the protection of hard-of-hearing or



deafened children looks after their welfare.

In the year 1911 the hard-of-hearing movement received a mighty jolt forward through the discontinuation of the federation, which from then on became the Association for the Promotion of the Interests of the Hard of Hearing. Now, also hearing persons could take part in the work, and branches were established in many larger and smaller places. Miss Tine Marcus, Messrs. P. L. Baudet, J. Idzerd, Professor Kan, W. N. Klein, Dr. J. Th. Monton, Dr. J. J. Rigeaud, Dr. J. Sasse Azn, J. A. Tours, and C. de Wal figured as directors of the association. Paired with this change came the transformation of the periodical *Das Gehör* into the monthly, *Ons Maandblad*, which from then on appeared regularly.

Through the constant growth of the association, the wish for a meeting place arose—a resting place, preferably in the country. When, therefore, Mr. v. d. Ham unselfishly put a parcel of land in Lunteren at our disposal, we went to work with zeal and alacrity, and two years later “Ons Landhuis” (our country home) could be opened. From then on Lunteren became the favorite meeting place, where all principal or general meetings were held and where fellow-sufferers requiring recuperation or rest could, in winter as well as in summer, find accommodations. A relief fund makes this magnificent resting place accessible to those unable to pay fully or not at all.

Further, there was formed a commission for employment in all larger cities, and, besides, in 1919 a fund was started and established for this work of mutual assistance.

From the very beginning the propaganda was energetically taken in hand. At the change from the federation into the association 450 members, 157 donors, and a few voluntary sustaining members followed. In 1911 a propaganda commission was called into existence with Miss Marcus at the head, who was really ever the soul of the whole movement.

An insignia carrying the letters S H (Slecht Hoorend, Hard of Hearing), in the form of a pin, was distributed; also signs, with the same letters, for hard-of-

hearing bicyclists; besides, placards were sent to directors of street-cars and railroads, to be hung in waiting-rooms, in order to acquaint the general public with the meaning of the insignia. Gradually printed matter of every description and letter-heads with the insignia of the association powerfully advertised the work.

However, what was not yet accomplished by these means was brought about by the expositions, with which Miss Marcus has traveled through the country since 1917. The number of members rises enormously through the expositions; new branches of the association are formed everywhere. Lectures, and lately also Beethoven concerts, give the exposition a broader stamp.

Not to be forgotten are the public demonstrations in lip-reading given by the public school for the hard of hearing in La Hague, in order to prove to the visitors the development and usefulness of the study. The branches of the association existing everywhere fulfill their task. Meetings, mutual excursions, travel, bicycle, and walking clubs were formed. Courses in lip-reading and lecture evenings bring profit as well as enjoyment. Church phones are to be found in many churches, and those of the hard of hearing who cannot be served thereby may attend our special divine services.

One of our members started a small monthly magazine for hard-of-hearing school children, which is always anticipated with much joy, and that serves to bring these youths into closer contact and to unite them with stronger ties.

To all these activities there was added last year something which was particularly popular with all the hard of hearing; it was a trial case with instruments to aid the hearing, which was sent to every member upon request; but, because of the steadily growing number of members, this means of assistance was found inadequate. In consequence a central office was established in the home of Miss Marcus, at Soest, where every hard-of-hearing member can examine free of charge *all* instruments invented in this field. The first year has already proven how great is the interest in this arrangement. An instrument fund is connected

therewith and aids those unable to pay fully or not at all in the procuring of the best-suited instrument; also, the deafness quacks and mail-order concerns are combatted through the "Greuelkasten," wherein all valueless drums, tubes, oils, etc., are exhibited as a warning to gullible hard-of-hearing persons.

Besides the profitable and useful features of the work of our association, may we not forget the moral support with which Miss Marcus speeds every hard-of-hearing person on his way. Still a few more enterprises may be mentioned here.

In 1919 circulars were sent out in order to determine the disadvantageous consequences which defects in hearing cause in the social life of the members. Furthermore, the year following the board of di-

rectors began to take interest in invalid insurance.

The year 1920 also brought new plans. The erection of a home for the hard of hearing in Amsterdam was considered. A propaganda evening was held, during which a splendid pantomime was given by the hard of hearing themselves. In January and May quantities of food were sent to the starving people of Vienna (Austria).

Courses in the manufacture of toys were organized, of which good results are expected. In every case, we look toward the future full of hopes, even though there may still be a great deal that awaits completion.

Let "Excelsior" be and remain our motto.

## "NEVER GO IN SWIMMING AFTER A FULL MEAL"

By JOHN A. FERRALL

ISN'T it curious that after all these years a question should bob up in THE VOLTA REVIEW concerning which I am unquestionably the greatest living authority—assuming, of course, that I actually am alive and not merely deceiving myself and cheating the undertaker.

In "The Friendly Corner" for February is quoted a letter from a gentleman who seems to have reached the point where he is convinced that lip-reading is of no value to the truly deaf. Apparently he makes a distinction between the *truly* deaf and the totally deaf, since he speaks of using an earphone.

Now, I'm deaf—not merely truly deaf, but totally deaf. A boiler explosion in the same room would not disturb my slumbers, provided it did not dump me out upon the floor or propel me through the side of the house. And out of the depths of my wisdom and experience, principally the latter, I'll admit, I wish to declare here and now that not only is lip-reading of value to the truly deaf and the totally deaf, but it is about the only thing that is. Don't let any one convince you to the contrary, not even if he supports his statements with affidavits from George Washington Veracity himself.

For I know. I have my imperfec-

tions—millions of them. But when it comes to deafness, I'm perfect—absolutely so. No one can surpass me in my particular field, for, you understand, there is a point beyond which perfection cannot be perfected. I have reached that point.

In addition, I am, perhaps, the worst lip-reader in America. I shall offer no reason for this state of affairs. What would be the use? And, besides, you remember the old story of the Arab sheik to whom a neighbor came seeking the loan of a rope. "I'm sorry," explained the sheik, "but I cannot let you have my rope. I need it to tie up some milk." The neighbor could scarcely believe his ears, and, not being a lip-reader, he, of course, had nothing else to depend upon. "Tie up milk!" he exclaimed. "But surely one doesn't tie up milk with a rope—you don't need it for that." "My friend," explained the sheik, solemnly, "when a person doesn't want to do a thing, one reason is as good as another."

Anyway, I do not hear at all, and I am pretty nearly hopeless as a lip-reader. So, if lip-reading is of any value to me, it certainly should prove a veritable treasure in the hands of the average deaf person. *And I would part with almost*

*any other possession rather than give up the lip-reading skill I have!* I cannot make that too emphatic, for it is the truth, the whole truth, and nothing but the truth. Trifling as my skill in the art is, I find it of constant use in business, in social life—everywhere. Deafness without it would be infinitely less endurable. Only a totally deaf person without the magic of its aid can know how less endurable!

It is true that I cannot follow speeches or lectures. It is also true that I cannot join in a general conversation in a way to convince even a two-year-old child that my hearing is normal. No, I cannot do either of these things. Worse yet, I cannot sit down with a friend who talks to me alone and painstakingly and get every word. It is true that I cannot do that either. You can see for yourself, then, that I am in a pretty hopeless condition. Still I simply cannot feel sorry for myself, because the fragment of lip-reading ability I have prevents me from realizing how badly off I really am.

So when I go into a store to make a trifling purchase, or to the movies, or to purchase a railroad ticket, or to do any one of a multitude of other things, and manage all right without resorting to pencil and paper, why I render up sincere and fervent thanks for the invention of lip-reading. And I firmly believe that *any one* can master lip-reading well enough to do these things. Haven't I already said that *I* can do them?

I do not see how the lip-reading situation could be summed up to better advantage than is done in Miss Virginia Sinclair's article, "A Foreword to the Would-be Lip-Reader," reprinted in THE VOLTA REVIEW for February, 1921.

"Lip-reading is not easy." Nothing truly worth while is, you know.

"Lip-reading cannot be learned in a day." You remember the old proverb about the absence of any royal road to learning. It requires some four years to turn out a good bricklayer or artisan of any sort; and the learners put in some eight hours a day at it. Just how quickly lip-reading may be learned depends somewhat upon how much you wish to learn. Mushrooms mature a good bit faster than oaks. Do you want to be a mushroom lip-reader?

"Lip-reading is not a perfect substitute for the sense of hearing." Then why expect it to be an *improvement* on normal hearing? That really seems to be the attitude of most of us. What we expect and what we get are sometimes two separate and distinct things—"aye, there's the rub!" Anyway, lip-reading appears to be the best substitute, and it is certainly the most natural one.

"The power to read lips is not gained through the work of a teacher alone for the pupil." At which remark we feel impelled to exclaim, with the Raggedy Man, "Gee whiz! What a pity that is!" If such a thing were possible, I would be an expert, for certainly my teacher has worked hard enough and long enough, in her absolute inability to grasp the fact that I do not really wish to hear. I want to *talk*. That's the long and short of it—and it's preferably long. When I think of the millions and millions of words in my system clamoring to get to the surface and out into the world, I begrudge every moment given to some one else's remarks. I am always thinking of the bright and clever things *I* might be saying, and then I start saying them.

When Miss Sinclair says that "lip-reading ability does not so quickly come to the inveterate talker," she places on record the best statement possible in English of my particular difficulty. Not that I worry about the matter. "Where ignorance is bliss," you know, "'tis folly to be *otherwise*."

It is a little difficult for me to understand how any one could get the impression that there is nothing in lip-reading for the totally deaf. The very fact that one can learn to recognize such expressions as "Good morning," "How are you?" and the like, after five minutes' practise, would seem to indicate pretty clearly what could reasonably be expected from conscientious and well-directed practise. And there should be no difficulty in finding competent lip-readers among the totally deaf. Some of the best I know are totally deaf. I have met at least half a dozen within the past year who could understand me readily enough, which is more than some of my hearing friends can do.

Naturally the majority of lip-readers possess a certain amount of hearing. This

is for the same reason, perhaps, that white sheep eat more than black sheep—there are more of them. I should judge, from my own observations, that out of a group of 100 lip-readers perhaps ninety would be found to possess at least a remnant of hearing. And this hearing, no matter how little there is, does assist immensely. There is no doubt that many deaf folks learn, as their deafness progresses, that they are not nearly so skillful in reading lips as they at first supposed. But the point, after all, is that lip-reading is the *only* resort of the totally deaf. That is the thought that looms up before me constantly and makes it so difficult for me to understand how a totally deaf person could become discouraged in the study. Lip-reading seems to me about the only study in which even the slightest degree of proficiency is almost invaluable. While it is true that the degree of skill attained depends upon natural aptitude as well as conscientious practise, it is certain, in my opinion, that any one can derive benefit even from a limited study of the art.

As a matter of fact, I have often thought, perhaps without justification, that this very fact that even a slight degree of skill possesses value made the study of lip-reading particularly useful to the deaf from a purely psychological standpoint. I mean this: Most deaf people suffer from periods of depression, due to the fact that their affliction is so constantly brought to their attention. They are driven to think of their loss almost continually. But when the study of lip-reading is undertaken a new element is brought in. With each gain in proficiency, with each advancement toward the goal of "hearing" with the eyes, the student may naturally be expected to have his attention transferred from his old sense of loss to one of gain. He is gaining something now, and the loss is put into the background for brief intervals at least. And the fact that his thoughts have become "positive" instead of "negative," for a part of the time, may be expected to work a change in his whole physical make-up. We are just beginning to realize what a powerful influence for good or evil the mind can exert over our physical selves. Every time you recognize the greeting "Good

morning," you have by the "positive" reaction injected a little fresh building material into your physical structure.

I am afraid that some of the disappointment met with by students of lip-reading is due to the rather thoughtless "boosting" of the art by some of us, who grow a little over-enthusiastic after having understood fairly well a simple conversation or so. Then, too, almost any person who happens, at a moving-picture show, for example, to see a word or two on the lips of one of the screen actors is pretty apt to believe that it should not require more than a few days to acquire the ability to follow a speaker. What such people do not understand is that lip-reading is not merely a question of translating certain lip movements. The difficulty lies in the fact that learning to read the lips of one person is no guarantee that one shall be able to understand the next speaker, so much difference is there in the enunciation and methods of speech of different persons.

So, while lip-reading is an extraordinary help to the slightly hard of hearing and the sole resort of the totally deaf, we must not expect too much from it. There used to be a favorite vaudeville expression, "Never go in swimming after a full meal, because you won't find it"; which is only another way of saying that if you expect lip-reading to be a perfect substitute for the sense of hearing, you are most likely to be disappointed.

There are numerous occasions, I judge, when even the most expert lip-reader feels rather disappointed with his tool; but such discouragements come to even normal individuals; and my own experience convinces me that lip-reading is an invaluable acquisition for any deaf person, no matter what the degree of impairment of the hearing. Of course, most of us will now and then find ourselves in much the same state of mind as the *Sansara-sagara-manthanam* ascribes to the first man in connection with his newly created helpmate. Adam, according to this version, became a trifle dissatisfied with Eve and appeared before Twashtri (the Hindu god of creation) complaining:

"Lord, this creature that you have given me makes my life miserable. She

chatters incessantly and teases me beyond endurance, never leaving me alone. She requires every attention every moment, takes up all my time, weeps about nothing, and is always idle. So I have come to give her back, as I cannot live with her."

Twashtri took the woman back. But in scarcely more than a week the man returned.

"Lord," he said, "I find that my life is lonely since I surrendered that creature. I remember how she used to dance and sing to me, and look at me out of the corner of her eye, and play with me and cling to me. Her laughter was music; she was beautiful to look at and soft to touch. Pray give her back to me again."

So Twashtri returned the woman to him.

But in less than a week the man was back for the third time.

"Lord," he complained, "I know not



AND THE MAN DEPARTED, STRIKING HIS BREAST AND CRYING UNCEASINGLY: "WOE IS ME, FOR I CANNOT LIVE WITH HER—AND I CANNOT LIVE WITHOUT HER!"

how it is, but after all I have come to the conclusion that she is more trouble than pleasure to me. Therefore I beg you take her back again."

Twashtri refused.

"But I cannot live with her," declared the man.

"And you could not live without her," retorted Twashtri, turning away.

And the man departed, striking his breast and crying unceasingly: "Woe is me, for I cannot live with her, and I cannot live without her!"

So there'll be times when you will consider lip-reading the most wonderful thing in the world, and times when you become utterly discouraged with it; but the enthusiasm will be far more frequent than the discouragement, which is the main thing, after all. But do not expect miracles.

*"Never go in swimming after a full meal."*

## MY PRISON WALLS

By LAURA A. DAVIES

THE doors of sound are closed to me,  
Shall I sit me down and weep?  
Nay, rather, marshal all the powers  
Within, that I may keep  
The prison room a place of cheer;  
A place of peace, too deep  
For useless tears. A soul, content,  
Can find no cause to weep.

I shall not shed rebellious tears,  
If I but pause to see  
That Life a tiny fragment is  
Of all Eternity.  
I'll learn my lessons while I may;  
The prison walls are friends to me;  
And help attain, throughout the years,  
The thing I am to be.

## ACTION GAME FOR LIP-READING PRACTISE—OBEYING COMMANDS

By M. GERTRUDE EVANS

**E**ACH command is to be given to the class by lip-movement only *first*; then one person may be asked to act the command. This is in order that all may get the practise in lip-reading.

Call numbers at random, not by regular order.

The acting should be exaggerated rather than too tame. These commands may seem too simple and childish, yet they inspire confidence in the timid. Each is willing to take part in the game, as one can act the command if he can lip-read it.

Each player is to be given a number, to pin on chest in sight—odd numbers for gentlemen, even numbers for ladies.

Each writes his name on the card. (Knowing the names of members of a class is helpful in promoting sociability.)

The game leader writes introduction to game and a few instructions on blackboard.

Much of the success depends upon the game leader's personality.

Game begins.

Gentlemen, please stand. Sit.

Now the ladies will stand, and come to the desk (or table) or front of the room. We wish to see you. Sit, please.

After the game is over and the class is to go to the tea-room, have some one play a march, and give commands—thus:

Gentlemen, choose your lady partners and form for a grand march to tea-room. Will our chairman, Mrs. C——, please lead?

Again: Will the gentlemen select partners and take places at card-tables, or—

Form in line for an old-fashioned Virginia reel, etc.

The game leader can easily add any number of "commands," if more players are to take part. The action should, of course, be adapted to the type of players.

### ACTION-GAME COMMANDS

1. Please come to the blackboard and write your own name.

2. How did you come here today, by trolley or taxi? Stand, please, won't you, and tell us.

3. Find the prettiest lady here and give her a handshake of greeting.

4. Will you pin the small flag you find on the table on a gentleman's coat lapel?

5. What is your favorite flower? Write its name on the blackboard.

6. Please make a very low and graceful courtesy to our chairman, Mrs. C——.

7. Wave your handkerchief high up over your head.

8. A penny for your thoughts! Come out and get the penny, after you tell us the thought.

9. What daily newspaper do you read? Write the name on the blackboard.

10. Do you play cards? What is your favorite game? Count the cards in this pack and tell us how many.

11. You will please find the ten of diamonds and queen of spades and give them to me.

12. What time is it by your watch? Is it correct? Please tell us the time now.

13. Can you draw a picture of a man running? Try, won't you?

14. Will you draw a soldier at "attention"?

15. Get the scissors from the table and cut this ribbon in half; measure it—just half.

16. Tie a pretty bow out of one half and pin it on our excellent teacher, Miss R——.

17. Kindly pass the candy to the ladies only. "Sweets to the sweets," you know!

18. Now (if any left) pass the dish of peppermints to the gentlemen.

19. How many candies left in the dish? Count and tell us.

20. Who discovered America? When? Write it on blackboard, please.

21. Look around. Where is the large flag? You lead us and we will all stand and pledge allegiance to our flag.

22. Who will play a march? Can you, No. 22? If not, please find some one to play a march.

23. Please choose your partners and form for grand march. Mrs. C——, our chairman, and gentlemen will lead. On to the tea-tables!

## THE PHILADELPHIA CLUB SOLD

1606 Locust Street, the home, for the last two years, of the Speech-Reading Club of Philadelphia, has been *sold*!

What a dreadful calamity!

Wait a minute, though! Not so fast! It was sold to *the right people*! In other words, the Club has bought its own residence, and is hoping in the near future to be free from the harassing dread of being made homeless on short notice.

Note the words "in the near future." They are most important, for in order to attain that blissful state of freedom from worry the Club must raise the sum of \$50,000.

Impossible? Well, they don't feel that way about it in Philadelphia. They do realize, however, that it is a tremendous undertaking. The decision to buy or move was forced upon them at forty-eight hours' notice, and it took all the courage the hastily called board meeting could muster to assume the responsibility of raising such a large amount. But, having decided, they set about the task, and the fight is on.

The record of the Club has been an inspiring one from the start. The indomitable enthusiasm with which it has attacked each of its problems has without doubt been responsible to a large extent for its success. Organized in 1918 by a mere handful of members, it has grown so rapidly that it seems likely to become, before 1921 draws to a close, the largest organization for the hard of hearing in the United States. And this growth has been not merely a matter of size, but of stability, solidity, and interest in the cause of the deafened man and woman everywhere.

Two years ago the Club secured, in one of the best and most centrally located sections of Philadelphia, a home in which it established headquarters. This club-house, the first of its kind in the world, has become known throughout the country, and has enabled the Philadelphia Club to place itself on a self-supporting basis and to accomplish a work many times greater than before.

This work must not be curtailed. The Club is bringing hope and joy and ability to earn a living to hundreds of people handicapped by deafness, and there are

before it unlimited possibilities for greater service. Surely all of its friends will spring to its aid. Will *you*?

Already a start has been made to the amount of \$6,000. But the journey to the goal of \$50,000 is still a long, hard one. How many "miles" can you take off?

If readers of THE VOLTA REVIEW desire to contribute to this worthy cause, their gifts will be gladly received at this office and promptly forwarded. The Philadelphia Club stands in the foremost rank of workers for the cause of the deafened. Let us not fail it in its hour of need.

—JOSEPHINE TIMBERLAKE.

## A SUGGESTION FOR PRACTISE

Teachers who are constantly searching for material for practise classes may find this suggestion helpful. Why not apply our reading to our practise classes? We are constantly coming across fine bits of philosophy, interesting character studies, etc. Such things are not hard to find in this day of splendid magazine articles and the better class of modern novels. It requires, to be sure, originality and thought to put them into good form for use in practise classes, but after a little practise one finds that the adaptable paragraphs will fairly leap out at one—paragraphs that need comparatively little "working over."

For instance, the following paragraph will be found in Hugh Walpole's "Maradick at Forty." The words are spoken by an old man who has spent his life traveling about England with his Punch and Judy show. His is a very lovable character and his philosophy of life—his "religion," as he calls it—is just as lovable as the dear old man himself:

"We're creating all the time. Every time that you laugh at a thought, every time that you are glad, every time that you are seeing beauty and saying so, every time that you think it's better to be decent than not, better to be merry than sad, you are creating. You are increasing the happy population of the world. Plenty of folks have said it, but precious few have done it."

The class may be told about the happy, lovable old man—a short description of his “show” and travels. Then his philosophy of life or “religion” may be given as follows:

We are creating all the time.

We can increase the happy population of the world by just being happy ourselves.

Plenty of people have said this, but precious few have done it!

Every time we laugh, we are creating.

Every time that we are glad, we are creating.

Every time that we see beauty and say so, we are creating.

Every time we decide that it is better to be merry than sad, we are creating.

Every time we decide that it is better to be decent than not, we are creating.

Every time that we praise instead of blame, we are creating.

Every time that we give rather than take, we are creating.

And so on, *ad infinitum*.

#### A FEW LAUGHS

Well, folks, this is my first attempt at wielding the pen, and I am under the impression that in my case the sword might prove to be mightier, not, mind you, because I am an unusually big fellow (just middling), but from my lack of eloquence.

Our old friend (with apologies to him for the liberty), Mr. Ferrall, suggests to me that I should try my hand at writing; so behold my first effort in trying to give readers of *THE VOLTA REVIEW* an excuse for bringing the handkerchiefs into use.

One day, being more than ever down in the dumps, I decided to write Mr. Ferrall a letter. Some letter it was, too; and a few weeks later an answer arrived, which filled me up to the brim with fresh hope, strength, and cheer! This article is the outcome of that letter, and if it ever gets into print it is to be hoped that all will be greatly cheered to see how Mr. Ferrall has helped a fellow-creature along the highroad of life!

Every one who writes in *THE VOLTA REVIEW* has a say on lip-reading; therefore I must do likewise. Rest assured,

that it is the greatest thing for those who are deaf. I am sorry to say that I myself am not much of a hand at it, but I may succeed in getting the word “and” two or three times during the course of a conversation. That isn’t at all bad, when one looks the subject fairly and squarely in the face and analyzes it carefully. For instance, say, one long evening has to be passed sitting in the drawing-room. All the other people are chatting and laughing away to their hearts’ content. I manage to catch the aforesaid word two or three times during the course of the evening. Why, I deserve to be sent to the head of the class, with full honors! Lip-reading sure is one better than having to cart six feet of rubber tubing all around the town. I have such an affair, which occupies an honored place in my wardrobe; also an electric instrument, which holds a like position on my dressing table as an inspiration to better things.

One day, while engaged in shipping some goods per schooner, an old gentleman (perhaps he wasn’t so old, after all) came up and spoke to me. On account of the noise he raised his voice, enabling me to understand him. He was inquiring when the schooner would sail. I started to give him the desired information, and while speaking he suddenly dived into his pocket and pulled out the (in my opinion) hated rubber tube and calmly passed me the mouthpiece, with a smile explaining all. I took it and told him what I had said before he had to bring the tube into use, but I never let him know that I was also in need of an instrument of one sort or another. It made me feel a bit superior. By that I have no intention of being snobbish, so please do not imagine such a thing.

Another time, in company with my brother and a friend, I went calling. Probably the call did not last half an hour, but to me it seemed to be an eternity. However, all things come to an end, even calls. Afterwards my brother said to me, “How do you like calling?”

“Pauline,” I replied, “Who is she?”

I did not mind the laugh that followed so much as the fact that there was no “Pauline.”

N. H. Ross.



## THE VOLTA REVIEW

We desire to compliment the management of THE VOLTA REVIEW for the general improvement so noticeable in the late issues of its magazine. The tolerant attitude of its editor upon all controversial subjects is to be most highly commended. It tends to break down all discordant elements and foster harmony, so greatly desired in our profession.

In the February number of the REVIEW we were more than pleased at the dignified reply made by the editor to a communication from Dr. Max A. Goldstein.

THE VOLTA REVIEW declares its devotion to speech-reading, speech, and hearing. No doubt the editor tries to adhere strictly to this declaration, and we venture the statement that the magazine is making more friends today and losing fewer than ever before in its history. This is no reflection upon editors who have preceded Miss Timberlake. It is only written to express our admiration for the careful and painstaking editing of the magazine in all its departments and for her strict adherence to a constructive rather than destructive policy.

We appreciate the value of the REVIEW to the profession, and we offer it our hearty support as long as we can feel assured that its influence will ever be extended toward the highest development of the deaf children of our land—mentally, morally, and physically.

The combined schools are beginning to feel that the REVIEW is open-minded, and that it acknowledges and understands their manifold difficulties. And rather than deliver a thousand and one knocks and utter an Iliad of criticisms, the REVIEW comes to us in a helpful and understandable attitude.—*The Florida School Herald*.

We copy one paragraph of a letter that the Editor of THE VOLTA REVIEW, Miss Josephine B. Timberlake, wrote to some disgruntled correspondent. It seems that this correspondent was "sore" because THE VOLTA REVIEW allowed *The Silent World* and *The Silent Worker* to advertise therein.

We wish to commend Miss Timberlake for the fearless way and the satis-

factory way she handles this question and this "kicker." Miss Timberlake states a platform upon which we can all stand. We all want more speech and better speech, and we are working for that. Under the leadership of such an editor, THE VOLTA REVIEW will make friends and supporters. We congratulate THE VOLTA REVIEW.—*Extract from an editorial in "The Palmetto Leaf."*

## GRADING PUPILS IN PHYSICAL TRAINING

The need of a uniform system of grading pupils in physical training has been noticed in every city where it is placed as a regular course in the curriculum. The subject must be treated differently from the other courses, as the circumstances involving the cardinal points are not similar. The results obtained are of a vastly different nature, so that it becomes unquestionably a leading factor in the child's life.

The grade in physical training must represent the actual physical qualifications of the pupil. The pupil must be led to believe that this grade is just as important as the combined grades of the other subjects, as only then does he value his physical life in proportion to his mental, which is represented by the other marks.

The main difficulty with physical training in many schools is the fact that they do not apply it during the school session, but put emphasis on it only during the exercise period. How any one can expect a miserly thirty minutes a day to reform bad habits of standing, sitting, and walking without taking these into consideration throughout the day, I cannot understand.

To me the ideal system is where the class-room teachers co-operate with the physical training department, and correct sitting and standing postures and walking carriage is maintained throughout the day. In classes where a different teacher presides over the pupils every period, the teacher in charge of the class should keep her "posture" pad on her desk, and as the classes come to her room she is responsible for their postures while that class is in her charge. This pad is given

to the physical director, who in turn immediately knows whether the exercises given are strenuous enough to make the muscles used in holding the body erect, strong, and in condition to do their work satisfactorily, not only during the physical training period, but during the balance of the day.

This is not an unnecessary hardship for the teachers, as only extreme cases are noted and recorded. The little time added to the report marking by the teacher is easily compensated by the feeling of justice given to the pupils. It would not be necessary to keep a daily record of each pupil, but rather to depend on the memory and judgment of the teacher at the end of each term, in carefully checking the following points for each pupil:

Sitting posture during school session—10 per cent.

Standing posture during school session—10 per cent.

Walking carriage during school session—10 per cent.

Attitude toward correction; whether pupil accepts or ignores it—10 per cent.

Effort; if pupil tries, although deficient—10 per cent.

The percentages lacking would be in the hands of the physical training director for work done during the exercise period, as—

Improvement during year—10 per cent.

Execution of commands during physical training period—30 per cent.

Discipline during physical training period—10 per cent.

The use of tobacco in any form will reduce the grade 10 per cent. Since the war the use of tobacco by schoolboys is alarming, due to the fact that they got the impression that if soldiers smoked they should, too, if they wanted to be like their khaki heroes. This bad habit is one of the greatest enemies the physical-training course has, as it tears down the parts of the body that are built up by wholesome exercise. The educators of our country ought to take note of this fact and immediately instigate a vigorous campaign to teach the school children the harm of tobacco to their bodies.

Before adopting this system, however,

it is best to explain the points in detail, so that each pupil will be aware of the fundamental points which are used in grading him. The writing of this system on the blackboard and the copying of it by the pupils will assist the teachers, as occasional glances throughout the term by the pupil will help him to remember the points the teacher has in mind when the report cards are marked. By constantly trying and putting forth his best efforts during the year, we can get decided betterment in the pupil's physical being, augmented by the benefits of the daily thirty minutes in the gymnasium.

I wish the teachers would give this plan for grading the physical training work their interest and attention, and by co-operating with me we can take up each point in detail until every phase of the outline is understood. The adopting of this method, which has been tried and proven satisfactory, would mean a great deal to the physical training directors and little added work to your daily program.

It is only when we link the work undertaken in the gymnasium with the every-day life of the pupils that we can claim our physical training program to be successful. Health habits must be formed which will go on after school is finished and in every place under the sun, whether there is a gymnasium right around the corner or thousands of miles away. The walking, standing, and sitting positions are fundamental, and as class-room teachers you have abundant and valuable opportunities for corrective work for which there is little time or occasion during a gymnasium lesson.

But success in any human endeavor depends on the united interest and co-operation of all concerned. I am doing all that is humanly possible on my part, but I need the help of the teachers during the balance of the day to make my work and teaching the success they should be.—*Emma Sollberger, Physical Training Director of the Boys, in "The Illinois Advance."*

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"Skill in speech-reading is independent of degree of deafness, age, sex, or business training."

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Speech-reading enlarges the opportunity for service.

### SURGERY AT THE ILLINOIS SCHOOL

As has been noted in the *Institution Quarterly*, the Department of Public Welfare has appointed a State surgeon, Dr. S. W. McKelvey, to hunt out in the charitable and penal institutions cases which should be operated on, to build up in each institution a surgical service.

Some very interesting things have developed as a result of his year's work. For instance, among the children in the State School for the Deaf was a boy who could not open his mouth. His affliction was so great that it was difficult for him to secure enough food for his proper health.

Dr. McKelvey secured the consent of the parents to an operation which he believed would relieve the condition. The boy was taken to the Peoria State Hospital, where there is an excellent surgical service and where he could be under the continuous supervision of the surgeon following the operation. This has been a success. Dr. McKelvey makes, for this issue of the *Quarterly*, the following brief report:

Frank O'Koren, aged 9 years, was a pupil in the Jacksonville State School for the Deaf and was referred to me because "he was unable to open his mouth." History from his parents states that he had a very severe attack of diphtheria at the age of eighteen months, following which they noticed an increasing inability to open his mouth. The child has always been partially deaf and unable to speak.

Examination showed an asymmetrical face, flat on right side, more full on left, impaired muscle action on left; mouth open to greatest extent one-eighth inch between surfaces of teeth.

Diagnosis was made of temporo-maxillary ankylosis of left side.

Operation performed on July 8, 1920, revealing a complete bony union at temporo-maxillary joint; a piece of mandible one-fourth inch wide was removed just below normal site of joint and piece of temporal fascia inserted. As soon as piece from mandible was removed, anesthetic was able to open mouth.

Patient has been doing well since operation, has good movement of lower jaw,

eats well, has gained in weight, but the most striking thing is that he is commencing to speak audible words. I believe with training this will improve and he may be able to talk.—*The Institution Quarterly (Illinois)*.

### "SILENT CORKEY" SPEAKS

Patrick J. "Corkey" Hanley has broken his silence.

For the first time in eight years a group of intelligible syllables have passed the lips of the famous "silence striker," who was released recently from Charlestown State Prison.

And it may turn out that "Silent Corkey" never went on a strike at all, but was robbed of his power of speech by a nervous shock following an injury to his head.

The *Post* yesterday asked Dr. Walter B. Swift, of 110 Bay State Road, famous authority on speech correction and aphonia, to confirm a report that Hanley is under his treatment and is able to articulate. Dr. Swift affirmed the story. "Silent Corkey" can now say four words—"Mamma, how are you?"—and in the course of time will recover his entire vocabulary, the specialist declares.

"I do not believe Hanley ever went on a silent strike," Dr. Swift said. "I believe he lost his power of speech as a result of a shock received when a brick fell upon his head. The case is one of aphonia, and I cannot understand how he could have remained in prison for eight years without receiving any treatment."

When Hanley was released from Charlestown, October 27, he sought numerous specialists, so the story goes, who told him he could never speak again.

The interesting inside story of Hanley's first speech was explained by Dr. Swift.

"When Hanley came to me," said the doctor, "I made a thorough physical and mental examination. I also made X-ray plates of his skull, and learned that beyond question there was no organic lesion or impairment. In other words, his powers of speech were lost from the nervous shock, just as we find sometimes

in cases of shell-shock. He had been robbed of the ability to combine his vocal powers.

"The result of my findings was so satisfactory and I was so sure of my diagnosis that I took Hanley down to New York with me last Monday, without a bit of treatment, and showed the case to my clinic in speech correction in the New York city schools. At that time he could not speak a word, but his vocal powers were unimpaired and he could vocalize. By that I mean he could laugh and say 'umph.' His respiration also was perfect, and breathing is, of course, the root of speech.

"When I got him up before the class I told him to breathe out, and as he did so, to sound 'm-mm.' The first time he did so with his mouth closed. Then I asked him to say 'm-mm' and open his mouth. The result, of course, was 'ma.' And then 'ma-ma' was easy, and so on with the rest.

"Hanley has perfect co-ordination of mind—that is, when he was able to articulate 'mama' he had no difficulty in understanding the meaning of the word or in employing it again."

Dr. Swift added that the treatment of Hanley's muteness has led to a discovery of still more fascinating elements in his case. "Hanley has what I would call, for want of a better word at the moment, 'a single mind.' In other words, he concentrates tremendously upon one object or one idea, and then, when his attention is disconcerted, his mind flies swiftly to the second object, and the first is completely forgotten. That, and not any criminal instinct, may have been the reason he would steal. An object would attract his mind; it would concentrate upon it to the exclusion of everything else—and he seized it.

"I have perfect faith in Hanley's story regarding his loss of speech."

At the present time Hanley is living in seclusion with a family in eastern Massachusetts.

Dr. Swift is one of the best-known specialists in the country on speech correction. He began early in life to prepare himself for this work by securing a thorough training in oratory and public speaking at the New England Conserva-

tory of Music. He graduated with an A. B. degree from Harvard in 1901 and was graduated from Harvard Medical School in 1907.—*Boston Post*.

## ME, TOO

I was both interested and amused in reading Mr. O'Connor's experience with the ticket-seller.\* It reminded me of a similar experience I had with a druggist's clerk. I escaped without assault, but not without loss of confidence in my ability to read lips.

I was in a drug store recently, and, being thirsty, went to the soda counter and asked for a lime phosphate. The clerk asked me a question, not one word of which I understood. He possessed unreadable lips, and I knew it was useless to ask him to repeat; so I merely repeated my order.

Again he asked me something about it. Again I repeated my request, but in the form of a question. He grew very red in the face and repeated *his* question. I could see no way out but withdrawal; so I said, "Never mind, thanks. I don't want it." The expression on that clerk's face fairly shouted, "You poor nut. Got rooms to let in the upper story, ain't you?"

As I have always had that same order filled, without questioning, by other clerks in different drug stores, I don't to this day know what he could have asked me; but it will be some time before I muster sufficient courage again to ask for a lime phosphate.

I want to add that if Mr. O'Connor's ticket-seller and my drug clerk had been women, there are nine chances in ten that we should have understood them.

And that leads me to ask, Why is it that women's lips are easier to read than men's? for I think most deafened persons will agree with me that they are. And why do deafened men object to practising lip-reading with women?

I belong to a League that has quite a large membership. In it are some twenty-odd men. There are lip-reading classes for both men and women, but there are

\* See page 169.

no "co-ed." classes. The men refuse to practise, or study with women.

I am told (let me say it softly) that it is because the women acquire the art more readily. I have also been told that men find women's lips hard to read; but this I question. If it is true, then all the greater need for mutual practise. We are all in the same boat and should help one another. I wish some one who knows would come forward and tell us why Mr. Hard-of-Hearing Man is so shy.—*B. M. R.*

#### DEAFNESS A PENALTY

Deafness is usually referred to as a "symptom" rather than a disease. Why not call it a "penalty," a punishment for neglecting the earliest symptoms or signals indicative of ear trouble? The neglect may have been the fault of the parents rather than of the individual sufferer. But some one sinned by omission, and the "penalty" had to be paid, possibly not until years later.

In a pathological sense, there may be a close correlation between blindness and deafness. Blindness is often the penalty paid for some one's lack of proper care of early eye trouble. Deafness may be the penalty for failure to consult an ear specialist when early symptoms of ear troubles were evident from the danger signals. There is, possibly, a daily almost imperceptible impairment of hearing going on in neglected cases of ear trouble; therefore it is economically wise to pay attention to the premonitory symptoms of ear trouble, and thus avoid having to pay the penalty in later life.

Some day, seemingly very suddenly, the ear may appear to have lost its natural vitality; it no longer functions as it should; its delicate mechanism no longer readily responds to the impact of the sound waves on the membranous curtain, or drum-head, that forms the beginning of the middle ear. Yet that "suddenness" may have been "coming on" during many years. The driver who day after day neglects to tighten the nuts on the bolts in his car need not wonder how it all happened, should a bolt drop out and leave the car stranded far from a garage. It is possible for the driver to walk back over the route driven and find the miss-

ing bolt, or he can obtain a new one at a supply-house. But such easy replacement is not possible with the intricate mechanism of the ear. Therefore, when the ear or the sense of hearing sends out a signal that it is growing weary, that it is "tired," pay attention to that signal, even though there may be no feeling of fatigue in any other part of the body.—*Fred De Land.*

#### A PITIABLE CASE

We have as a new pupil, a girl, who, as to age and physical development, is just entering young womanhood, but as regards her mental age she is hardly more than an infant. She has not been a resident of this State long, having moved from an adjoining State the past summer, so far as we know. She has been kept at home either through ignorance on the part of her parents or through a desire for the physical power she could develop—the work she could do at home. There is a school for the deaf in her native State, a good one, and either her parents did not know of the school or, knowing, did not care—a shame or a crime.

The girl in question was brought to school by interested parties, not the parents, on the date school was supposed to start, two weeks earlier than our opening, and she was allowed to stay, or rather, she was kept. She was wild as a deer and knew absolutely nothing, even about feeding herself, except to put food in her mouth with her fingers. She was afraid of a fork and would not put food in her mouth with one. She is learning ordinary table manners and occasionally shows an interest in the kindergarten hand-work. It is one of those cases in which it is difficult to determine whether the person is feeble-minded or not—whether the backwardness is lack of mentality or lack of training; and the pity, and the shame, and the crime of it all is that in this day and age an afflicted child, for amelioration or correction of whose affliction schools or institutions abound, should be allowed to grow to womanhood before any attempt is made to find where she belongs—in a school or in some eleemosynary institution.—*The Silent Hoosier.*



THE NIPPON RO-WA GAKKO CHRISTMAS TREE (JAPAN'S ORAL SCHOOL FOR THE DEAF). PRESENTS SENT BY THE HYDE PARK PRESBYTERIAN CHURCH, CHICAGO

#### PROGRESS OF THE JAPANESE ORAL SCHOOL

About a year ago *THE VOLTA REVIEW* published a letter from Mr. John D. Wright, telling about the establishment of an oral school in Japan. The following letter, written to Mr. Wright by an American lady connected with a Japanese mission, tells of the progress of the little school:

TOKYO, JAPAN, *November 23, 1920.*

MY DEAR MR. WRIGHT:

I want to express again our thanks for the help given in the correspondence course. We have had three papers translated, and the last of the three is to be given out at our mothers' meeting next week. Last month we had a large meeting at our home, 18 members of the children's families being present. There were two grandfathers, two grandmothers, two fathers, and even a brother and sister present. It was a very happy occasion. The regular program was followed by refreshments and games with the children in our garden. Next month we have a Christmas tree here—the children's first Christmas—with presents from our church in Chicago.

I am enclosing an article from one of our Japanese dailies. The reporter is a young woman who visited the school. There is a good deal of publicity work going on through visitors.

This week Miss Kramer represents our

school at the annual meeting of the teachers of the deaf in Nagoya. She has been asked to speak on "Deaf Oral Work in America." We were happy to be recognized and invited.

There are at present 20 pupils in the school—too many, Miss Kramer and I feel. But Mr. Murakami thought that should be our limit, and we consented. It makes the finding of a third teacher imperative. The number of applicants has been more than double that number.

Mrs. Hata continues her weekly lessons with me, and we feel much encouraged over her ability to teach the children speech-reading as well as to do the regular Kindergarten work.

We are very grateful for your help and also for the material so kindly sent.

This will reach you at the holiday season and I wish to add my word of Christmas greeting to you and Mrs. Wright. May the New Year add to your store of happiness.

With all good wishes, I am very sincerely yours,

HELEN O. REISCHAUER.

NOTE.—Mrs. Reischauer recently sent the accompanying picture to *THE VOLTA REVIEW*. Her husband, at the rear of the picture, is holding their own little deaf girl, who has been, until December, 1920, at the McCowen School Home in Chicago.

Mrs. Reischauer says: "These attractive children make us long to be able to open the doors to the many little ones who are going without any education."

## ANOTHER NEW CLUB

The Speech-Reading Club of Washington, D. C., is a young but lusty recruit to the ranks of organizations for the hard of hearing. It was formally organized, after several preliminary meetings, on March 2, 1921, at which time a constitution and by-laws were adopted and the following officers elected: President, Mrs. W. W. Hubert; First Vice-President, Mrs. Edgar B. Scott; Second Vice-President, Miss Mildred Harris; Secretary, Miss Betty C. Wright; Treasurer, Mr. George M. Clagett.

There is much enthusiasm among the members of the Club, and plans are in progress for a large "booster" meeting, with speakers from the New York League, the Boston Guild, the Philadelphia Club, and elsewhere.

The Club is holding its meetings temporarily in the auditorium of the Volta Bureau, but intends as soon as possible to establish its own headquarters. The Secretary, Miss Betty C. Wright, 3002 Q Street N. W., will be glad to hear from any one who may be interested in the Washington organization.

Miss Gebhart, director of the Müller-Walle School in Chicago, who is spending the winter in rest, will again conduct a summer school for lip-readers. Her card appears on another page.

## THE CHICAGO LEAGUE

Dr. Wendell C. Phillips, of New York, President of the American Association of Hard-of-Hearing Leagues, was the guest of the Chicago League at a dinner at the City Club of Chicago February 4. Following the dinner Dr. Phillips gave an inspiring talk on "The need and importance of social work for the hard of hearing." This talk was followed by remarks from a number of the otologists present. Dr. M. A. Goldstein, of the Central Institute for the Deaf, St. Louis, told of the work for the deaf that he had been doing. Dr. Charles W. Richardson, of Washington, D. C., spoke on the lip-reading training given the deafened soldiers and sailors at Camp May, under his supervision. Dr. Norval H. Pierce, Dr. Charles N. Robertson, Dr. Joseph Beck, Dr. Ehner Kenyon, Dr. Burton Haseltine, and Dr. Frank Novak discussed various phases of social work for the deafened.

## THE SAN FRANCISCO LEAGUE

The annual report of the San Francisco League for the Hard of Hearing shows great progress. Two new departments, a Study Club, and a monthly Lip-Reading Contest have been very successful. Much interest has been shown in the Evening Practise Classes. The membership of the League has increased from 82 to 142. The League is planning to own a clubhouse, and the sum of \$2,000 in donations has been received.

## THE NEW YORK LEAGUE

The Business and Professional Women's Group of the New York League is publishing, as its contribution to the cause, a little monthly

paper, *The Chronicle*. Without doubt this periodical will prove itself invaluable to the League, as its medium for making announcements and keeping in touch with members at a distance from headquarters. The initial number, printed by the League's good friend, the Institute for Crippled and Disabled Men, is newsy, interesting, and attractive.

## THE LOS ANGELES LEAGUE

Miss Marian J. Anderson was hostess at a joint meeting of the Pacific Coast School of Lip-Reading and the Los Angeles League when R. Hayes Hamilton gave a lecture on "Historic California." The lecturer spoke in a darkened room, with a small spotlight playing on his face, and by watching the movements of his lips his enthusiastic audience of over a hundred speech-readers found it easy

to follow the course of the lecture.

Miss Anderson introduced the speaker, and at the close of the lecture Miss Rice gave a brief explanation of the work of the organization. Invitations to the League meetings were handed to the people as they entered, and the League folders were given to those who seemed interested in joining.

Speech-reading is a valuable asset in the business world.

Speech-reading should be considered the first resource of even the slightly deaf.

## GOOD CHEER

## WITH GREETINGS TO WALT MASON

By LAURA A. DAVIES

THERE are some folks who pity us, and think we bear a load because our ears are deaf; they fuss about our silent road. But we just smile and go our way; we have no time to brood; we're thankful every passing day that we can earn our food. Besides, God's world is full of things, spread out before our eyes, and every passing moment brings us things that deaf folks prize. The grass is green; the flowers are gay; the leaves are dancing, too; and every hour of every day is making dreams come true. The mysteries of earth are ours, the beauties of the air, the mocking-bird, the bright-hued flowers and color everywhere. The friends God gave to cherish us, to love us and to bless, bring understanding sympathy that's like a sweet caress. The music of the spheres is heard, though silence broods around, and there is magic in each word that falls without a sound. We have no call to mope or pine; there's gladness everywhere. It's greater far to spread sunshine than be a millionaire.

# THE VOLTA REVIEW

DEVOTED TO

SPEECH-READING, SPEECH, AND HEARING

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by the Volta Bureau, 35th Street and Volta Place, Washington, D. C.*

*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## HOW A MOTHER TAUGHT HERSELF TO TRAIN HER DEAF CHILD \*

By BERTHA L. BARTLETT

EDITORIAL FOREWORD.—The success that has attended the efforts of Mrs. H. N. Bartlett in training and teaching her deaf daughter, who lost her hearing in early infancy, appeared to the Editor to be so worthy of record as an encouragement to other mothers of deaf children that he requests her to prepare an account for publication. In reply she sent the following personal letter, which we present just as it came to us and which we hope every mother of a little deaf child will read. Mrs. Bartlett not only subscribed for THE VOLTA REVIEW and purchased a score or more of books, but secured all back numbers of THE VOLTA REVIEW that contained articles that would prove helpful in voice or speech work. If other mothers would only do likewise they might be able to write as did Mrs. Bartlett in one of her letters: "On reading the first copy of THE VOLTA REVIEW I realized that Winnifred must laugh and babble naturally and be encouraged in doing so, until I knew just what to do for her, and thus we succeeded in *keeping her natural voice*." And other mothers should remember how carefully and continuously Mrs. Bartlett worked to develop what little hearing she believed her child had, even after the physicians said there was no hearing. D.

I DO NOT wonder that mothers become discouraged in training their deaf children. It does take a long time and much patient work to get results, particularly at first, when we have to feel our way. I would have enjoyed a lip-reading manual written for mothers of deaf babies, instead of having to think out each phrase myself. I sometimes wonder at Winnifred's puzzled look and impatience over apparently simple things and then find that in the worst possible light I have suddenly said, "Get your coat," and repeated the remark or one equally hard to lip-read in a poor light several times before coming to my senses.

Winnifred has had paralysis to overcome as well as deafness, the result of a

very serious illness in early infancy. Incidentally, there are three children in my little family; Jack is twelve, Winnifred is six and a half, and Harriet is just sixteen months younger than Winnifred. The fact that Winnifred had not talked by the time she was two years old had been attributed to her general physical condition. We had worked hard for her health and results were very gratifying. She crowed, laughed, squealed, cried (she did not walk then), but she did not babble. Her physical wants were attended to with great regularity, so that she had little occasion to express a desire. The verdict "stone deaf," after an operation for tonsils and adenoids, was a terrible shock.

A dear friend sent me the January, 1914, copy of THE VOLTA REVIEW. I subscribed for the magazine and it has been my best teacher, and most helpful. In it I find discussions of all phases of the work, written by prominent educators of the deaf. I received much valuable

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\* This valuable article appeared in THE VOLTA REVIEW, November and December, 1918, and January, 1919. Its republication in pamphlet form for distribution among mothers and teachers of young deaf children is made possible by a recent gift—the William John III Memorial Fund.



literature from the Volta Bureau, most of it in a very convenient form, ready to slip into my blouse to be read and studied whenever an opportunity arrived. Those were very busy days.

One of the articles that impressed me particularly then was Miss Worcester's "To Mothers of Little Deaf Children." I thoroughly enjoyed it and I read and reread it, and those written by Miss Roberts and Miss Andrews, and "What the Mother of a Deaf Child Ought to Know," by J. D. Wright. The description of the Wright Oral School also gave me much food for thought, and the articles on Helen Keller's education and Dr. Bell's experimental school helped to throw light on this new work.

I gain much every time I read these articles, for as my work goes forward I appreciate much that I was unable to assimilate at the beginning. I regret that Mr. Wright's "What the Mother of a Deaf Child Ought to Know" was not in print in 1914. Also, in Winnifred's case, since I have been able in the last two years to develop a little hearing, I am sorry that I did not have such articles as appeared in the January and May *VOLTA REVIEW*, 1918—"Teaching a Deaf Child to Hear Language" and "Sound Perception in Deaf Mutes." They are of great value to me. Now I am gradually changing my methods of teaching language.

When Winnifred was about three and a half years old I visited the Oral Day School for the Deaf, Newark, N. J., and saw some of the sense training, such as Miss Worcester describes. I saw the management of the children, the general atmosphere of smiles, love, and happiness, and also the way the children responded to the skillful presentation of the work. It was a sort of tonic to me and I carried home many valuable suggestions for sense training, "busy work," and lip-reading. A little more than a year after that arrangements were made through the superintendent of the Westfield school for me to visit the Newark school "whenever and as often as I chose." It was a great privilege, but I regret that the physical condition of my little family, as well as financial conditions, suddenly cut short those visits. (Miss Grace Wright, the principal, had

invited me to visit the school often, but I wanted to be sure that it was a proper procedure; hence my letter to the superintendent.)

I saw some of the work in lip-reading, the teaching of some of the consonants and drill on three vowel sounds. Miss Wright helped me much in general talks on what the deaf could accomplish in school and in life. Both Miss Wright and Miss Thomas were so eager to help me. Unfortunately, as I have said, without warning, I was thrown on my own resources as far as teaching was concerned. Winnifred could not attend school. She had learned to walk, could go upstairs slowly, but could not go down.

I do believe in teaching a deaf baby as a hearing baby, so that the child is unconscious of effort on his own part and never suffers fatigue. When we moved to this house four years ago, I happened to think of a large mirror that was not particularly in use. I had tried many times to make Winnifred watch my mouth, had moved toys up toward my mouth, made all sorts of faces and noises, without success. I hung that mirror at the foot of Winnifred's crib. A baby of two spends a few minutes playing in her crib after waking in the morning, a few minutes before and after nap-time. In three or four days Winnifred indicated that when she cried the sound came from her wide-open mouth; that her crow of joy, ah-ah-ah, came from the same place. The battle was won.

It took just a few days of play to interest Winnifred in my mouth. Then working before the mirror I tried to teach her to say mother, kitty, baby, and to call some chickens she was interested in on our way downtown. (Our trips away from home then were few, for I had to use a twin-carriage and it was heavy and tired me out.) I worked for nine months, three times a day, before I had any response. Then my results were too imperfect for any but myself to understand. I gave up all ideas of results until I could get some training, but kept on because I knew no other way. I began to think I would have to construct her speech sound by sound—a sort of Chinese puzzle then and quite discouraging.

After much searching, I have just

found a sort of memorandum book I had hoped to keep regarding Winnifred's progress, but found the task beyond me. I see that on May 3, 1915, after a year of work, she attempted to repeat doll, milk, dada (daddy). On May 4 she was generally inattentive to word (mirror) drill. On May 15 she had succeeded in repeating *oo, ar, mama*, had attempted *baby*, and then had lost interest. On September 19, *chick, dog, Jack* (somewhat indistinct) were fairly well done. The following were indistinct: *Teeth* (dee), *chin, milk* (mi), *butter* (bu-bu), *book* (moo). I just pushed arrangements for trips to the Newark school. Winnifred was able to lip-read some commands, as you will see later.

A baby suffering from paralysis hasn't the opportunity to explore, to get into mischief, that a normal baby has. But as paralysis decreases, given half a chance, the baby more than makes up intellectually, through intensive investigation, for lost time. You recall that Harriet is sixteen months younger. I had two babies, then, exploring the contents of the coal pail at one time. We put everything harmful out of reach or out of sight, and gave Winnifred a glorious two years.

Nothing escaped her, but I followed closely, helping her to collect impressions (the only way to develop a high type of intuition), keeping her from injury, and, as much as I could, keeping her interested in the things kindergartners have so generously prepared for little folks—cutting, pasting, drawing, coloring, clay modeling. For her hearing I had purchased at Christmas time (1914) all sorts of noise-making toys. It took several days to teach Winnifred to blow a horn, but we had rattles, drums, harmonicas, whistles—every type of noise-maker I saw in those wonderful ten-cent stores. She had followed carpenters at work around the house, and she began to locate other carpenters at work, to feel and locate approaching trolleys (we are very near a trolley line). Those two years changed Winnifred from a baby interested only in the blocks or toys in her hand to an alert little youngster. One by one I had the joy of seeing her awaken to consciousness of the rain, the wind, the sun, the moon, the flying baby clouds, the

birds and butterflies, and now there is little that escapes her. The tiniest flower Winnifred sees, and sees first.

Sight training for the deaf is so much better described by experts (Miss Worcester's "To Mothers of Little Deaf Children," Chapter V; in "What the Mother of a Deaf Child Ought to Know," by J. D. Wright, and Dr. Montessori's Own Handbook) that I can only tell what I found in my search for materials within my price. Two paper circus sets from the ten-cent store, cut out and mounted, one set of animals on a large sheet of cardboard, the other set mounted singly on small cards, gave me several games for quick sight and matching and later material for lip-reading. A box of bird cards at 25 cents, one of a series of educational games published by the Cincinnati Game Company, had 52 different birds in true colors. That gave a splendid assortment for sight games. A similar set of 52 flags of the world also gave many hours of fun.

I found a book of cardboard animals, the head of each cut out in circle form to be fitted to the right body, at 50 cents. Wooden beads and clay were 25 cents a box. A numeral frame I found at the ten-cent store. I found tiny spools of silk for mending purposes, several pretty colors in a little box, then only 5 cents a box, and two boxes gave me enough colors to start matching. We used to have little skeins of shaded worsted for knitted horse-lines when I was a child—a splendid color educator, at 2 cents a skein. I searched in vain for these.

However, rubber balls at 5 cents are made in four colors—red, yellow, blue, and green (good colors). A dry-goods merchant gave me two sample color cards of embroidery floss. I mounted one cardful of colors on tiny little cards to be used for grading, and matching with the other large card. He also gave me a large envelope full of samples of silk, chiffon, velvet, etc., of all shades and thicknesses, and we had many games for the sense of touch. Soap-bubble outfits cost 10 cents. Domino cards cost 19 cents, and I cut the cards and used the ones, twos, threes, fours, and fives, but I did not care for the arrangement of spots for number work. Of course, my first visit to the Newark

Oral School led me to search for materials.

When my visits to the Newark Oral School stopped, I had decided to teach consonant sounds myself and to make every effort to develop hearing for vowel sounds. Some of Mr. Wright's suggestions along those lines in *THE VOLTA REVIEW* and the advertisements of the Wright Oral School and the Reno-Margulies School made me feel the value of such work.

Before attending the Newark Oral School I had tried to absorb Dr. Yale's "Formation and Development of Elementary English Sounds," "The Mechanism of Speech," by A. G. Bell; "The Manual of Articulation Teaching," by Greene; "Some Don'ts and Their Whys," by S. J. Monro, and "Speech and Speech-Reading," by A. J. Story. This small list was really quite a pretentious amount of reading and study, considering the little time I had at my disposal and the necessity of picking the books up at odd minutes and dropping them at a moment's notice. In those days most of my best work had to be done on trolleys or trains, whenever I had a few minutes away from the children for shopping, or on the trips to the Newark Oral School. Thus I was somewhat prepared for the work I wanted to see. I saw some consonant sounds developed and some pupils drilled. Unfortunately the few vowels taught at that time were developed on days when it was impossible for me to go.

I was successful in teaching consonants. I never tired Winnifred. I taught a minute or two, until she had lost interest, then dropped the work. From her crib some morning would come the new sound *p-p-p* or *k-k-k* and a crow of joy. It took nine weeks to get a decent *k*. I was afraid of mistakes, so went slowly. Curiously, she always seemed to know when she had mastered a sound. Then we placed the sound on our chart. Up to the time of placing the letter on the chart we used a large sheet of paper and a crayon—letters about one inch in height. I did not teach "*r*." Some suggestions in A. G. Bell's "Mechanism of Speech" led me to wait for hearing or for school. And one sound I happened upon in this way: Winnifred was bab-

bling at the window and I heard a sort of sing-song *ng-ng-ng-ng*. I grabbed my crayon and put the symbol *ng* on the chart, and I was spared the effort of teaching that. She had had nearly all of the elementary sounds then. And that day we bought a *ring*, so we would have occasion to use the sound often.

I rented a piano, not with the idea of teaching rhythm, though I knew that accent and rhythm had their place in the teaching of the deaf. I wanted some mechanical device that would give sufficient continued vibration to stimulate those nerves—something that would not fatigue Winnifred—something of which she was more or less unconscious, as far as her own efforts were concerned. I decided that the only way the piano would be used sufficiently to serve my purpose was to take lessons myself. It was just an experiment. It wasn't much of a joke to try to limber up these housework-stiffened fingers. I had never played a piano. I did, finally, work up to practising four hours a day. Winnifred played in the room during that time, spending many hours watching. At the end of two months she objected to scales. She would come over and stop my hands. So-called "pieces" were not objectionable, but she would not have scales. At the end of four months she could sing oo-oo (tones an octave apart) with fair accuracy.

I regret that the lessons had to stop then, and shortly after we decided to let the piano go, too. Then we purchased a victrola. After the novelty had worn off, Winnifred scarcely observed its use until we purchased Caruso's "Celeste Aida." She clapped her hands with joy and laughed and crowed. Truly the vibrations are marvelously even. We had had records equally loud. Had she heard the voice or just felt the vibrations? A few months later one of Mme. Schumann-Heinck's records had the same effect. I know after two years of almost daily listening to the victrola that Winnifred hears some of the singing, some violin music and much band music, though the lower tones of the last she imitates by grunting. I made a number of experiments with nursery rhyme records, and she listens for "Little Jack Horner"

(Elizabeth Wheeler). The high notes on "What a" in "What a good boy am I!" I believe are her cue, as well as the rhythm.

To get back to speech, I worked, as suggested in "What the Mother of a Deaf Child Ought to Know," on *ar, ũ, oo, ou, aw, cr*, and began combining with consonants, *mar, par, bar, far*, and so on. I found that four or five syllables were all Winnifred could manage at one time without fatigue. Of course, paralysis leaves in its train much work to secure muscular co-ordination. Perhaps a stronger child could have done more. One day I wondered if I were getting anywhere. Short sounds of *o, a, e, i*, and *ee* discouraged me. Winnifred was tired of the work. I was unhappy. I just made up my mind to take the articulation of whole words. These are the words she adopted for her own use, words that meant something to her. (I do not call the words she knows and articulates part of her vocabulary until she "springs" them on us of her own accord. She has adopted about 400 words now, which she uses spontaneously, joyously.)

This is my first record: "Mother, Jack, baby, daddy, dog, zebra, camel, doll, ball, chick, jump, five, three, Winnifred, car, cocoa, cow, kitty, horse, arm, thumb, moon, mouth"; numerals, through "10"; "book, fall, cap, cup, come, up, auto, run, down, chair, all right ('aw i'; at first, 'aw ite,' 'aw rite,' 'all right'), hot, open, good-bye (more often bye-bye then, for every one says bye-bye to a baby), how do you do (how ow do, ow do do do, how do you do), eye, shoe, sheep, goat, duck, bird, nice, I see, no, chimney, tree, chalk, bad, wash, thank you, pig, candy, bear, sew, hair, key, house, spank, asleep, yes, have, enough (nuff), please." March, 1917, begins with "sun, snow, rain, how many, train, table"; numerals, through "19," exclusive of "twelve" ("twelve" and "twenty" came later); "elephant, mouse, water, ring, little boat, flag, flower, home, pet, cough, tub, brush, sneeze, cold, swim, coffee, sugar, pencil, paper, March, April, May, June, July, August, September" (the rest of the months came later), "shut the door" (tavor, tathor, shutthor, shut the door), "ice-cream" (so nearly "I swim" that there was much confusion.

She loved both things), "big, sundae, lollipop" (the easiest word we ever tried; got it the second time and never forgot), "pretty, wait, hurry up, girl."

There that list stops. We had begun to get words from another source—reading and a sort of little diary. Before telling of these I'll finish telling about the short vowel sounds. We had used "hot" a countless number of times; "not" occurred many times in our little diary. Using those two words, I had my short *o*, saying it over and over close to Winnifred's ear—*hot, not, õ, õ, õ*. Of course, in her book I showed the sound as in Dr. Yale's book: —*o*—. From "ten" I got my short *e* in the same way; from cat the short *a*. It took a long time to get short *i* and longer to get *ee* through hearing, but I knew I would get there ultimately. I still have an unsatisfactory initial *y* in "your," though it improves (I would like to see an article in THE VOLTA REVIEW on the subject). For long *a, i, o*, I followed Dr. Yale's book carefully.

I did try to do all I could in lip-reading; feeling one's way is so unsatisfactory. I had Elliott's "Elementary Language for the Deaf" and the Sarah Fuller Primer. Let me say again that I look for the day when we'll have a book for mothers on lip-reading and language written by an expert lip-reader, who knows babies. The best of books in such an emergency, with so little time for study, are like a set of carpenter's tools to me. I can drive a nail; I couldn't build a cabinet to save my neck. Yes; I know now how to work.

Before I went to the Newark school, Winnifred understood such commands as "bring me your ball," "go get your ball," "get down," "drink your milk," "sit up in your chair," "wash your hands," "your hands are dirty," "you are a good girl," "would you like an apple," "bring me the basin," "rinse your hands," "bring me the towel," etc. I saw the attractive work with toys, "a fish, a doll, a sheep, a car, an auto," etc., and the action words "run, jump, fall, walk" in the kindergarten class. I spent much time on lip-reading for a while, and my diary shows much the same language forms as used in the first thirty pages of the N. A. T. D. First Reader for Deaf Children. That book

did not come into my possession, however, until a few months ago.

It happened that the ten-cent stores had a remarkable lot of small toy animals from Japan. Not the crude type of toy usually found among cheap Japanese toys, but tiny lifelike, skin-covered models. I bought zebras, camels, tigers, lions, giraffes, horses, dogs, goats, and sheep, and began definite lip-reading work. These animals were put away between periods. I found that fall at least six varieties of toy cats at 10 cents, an equal number of tiny dogs, and I decided, since Winnifred had shown interest in number, to fill my Christmas tree with enough of those things for use in number work. So they served in the winter of 1915-1916 first as lip-reading material, later for number work, and last of all as toys. There were 10 tiny cats, 10 dogs, 20 small dolls, 10 horses, 10 bears, and several monkeys on that tree.

The books in the ten-cent store were unusual that year. We had Mother Goose books and Mother Goose cut-outs (silhouettes). I decided to teach Winnifred the names of such stories as "The Three Bears," "The Three Little Pigs," "Three Little Kittens," "Little Red Riding Hood," and of course she became acquainted with the pictures. I tried to show her what happened in each story. Today I *tell her* what happens, working in front of a mirror *with my lips close to her ear*.

I wish I had seen the lip-reading of sentences worked out in the Newark school, and the natural development of connected language after a child knew how to articulate single sounds. I know that my own work along those lines would have progressed faster.

I also wish I had had the N. A. T. D. Readers then and had used them with the wonderful Sarah Fuller Primer as language guides.

In spite of all my work on the piano, when Winnifred's hearing was tested in 1916 the surgeon said, doubtfully, he thought she had heard the highest pitched tuning-fork. In the case of a deaf child it is so hard to convince people, even physicians, that the child *may have some hearing*. I took her on my lap and started the story of the Three Bears, and every

time I reached tiny bear's tale of woe Winnifred squealed, too. Still the surgeon gave no encouragement of further development.

Up to that time I had used a blackboard, and cardboard, paper pads, small note-books that were soon filled with elements and syllables for drill and then destroyed. One article in THE VOLTA REVIEW spoke of a diary or daily journal. I did not hope to attempt anything so elaborate or formal. But I bought a large note-book and in March, 1917, we began to keep work in that. At first we wrote just simple statements; later all sorts of work appeared in those books (four large ones are full), though for variety and convenience we used our blackboard and pads for the greater part of our work. The poor March calendar drawn in the back of the book, and filled in daily, is now a wreck. December of the same year (1917) in another book is worse—loved to pieces. Each day we filled in the proper space with the date, state of weather, drawing a sun, clouds, snow, or umbrella and rain, as necessary; and a tiny little thumb-nail sketch of a trolley-car, train, snow-shovel, elephant (trip to Barnum's) marked the special feature of that day. I am not an artist, but Winnifred accepts my efforts.

Our page for our "diary" I dated very carefully, year, month, and day. In a month's time Winnifred began to notice dates in various places. She saw me date checks, saw the clerks in the stores date sales slips, saw me date letters, noticed dates on newspapers and magazines, and by the end of the month she could say the name of that month. She never forgets the order of the months. We have *built* our calendar, and she knows when to look for the new year. I see one page dated February 20, 1917 (evidently the diary began before the calendar), and these statements: "This is Tuesday. It is cloudy. Mother is making bread. Winnifred cut some paper dolls. Baby is asleep. Winnifred is a good girl. The sun came out." These were written a few at a time, or one at a time, whenever the idea developed.

On February 24, 1917, I see the questions, "How tall are you?" "How old are you?" "How old is Jack?" We measure

the children regularly, so Winnifred realizes about how much she grows each month and each year. A new picture of a giant the other day called forth, "A man big, one hundred, big, big man," with a splendid expression of awe in face and voice.

Then I see pages and pages of attempted drill on snow. Our first word with double consonants—no, no, s-n-o, s-no, sno, snow, and still she said *sanow*. We got there ultimately, but I dropped the word, almost hated the sight of it, and so did she, before she conquered.

On March 8, 1917, "ring" had evidently degenerated into "rung," and I drilled on ing, ang, ung, ring, rang, rung, and I showed her what "a ring" and what "a rung" were. I see that we tried to drill on "kitty."

"Kitty" had all sorts of mix-ups imaginable, except when she said the word slowly: "kiky, titty, itty, ikky," and there may have been some trouble with short *i*, for I see "is, it, in, kis, kit, kin" in a list.

March 10, 1917, has a trolley-car, and the "diary" page tells of a trip to the Plainfield ten-cent store. "Winnifred has a doll, a pocket-book, a little table, and four little chairs. Baby is asleep. Winnifred had some cocoa. Daddy is not home."

All of the Sundays were marked "Daddy," and the diary page states "Daddy is home. It is Sunday"; later, "Today Daddy is home." Regular church-going has been out of the question for a little family such as mine for some years. Our choir boy is the only regular attendant. Another year a little church will mark Sunday.

On March 12 I see a phonetic drill on *i-e*, "shine, pine, mine, thine, vine, fine, line, nine, tine, dine"; and a second list, "kite, site, mite, bite," and I have drawn attention to *o-e* in "home" as well as writing "Jack is home," "Winnifred is home," "Mother is home," "Daddy is *not* home." The sounds *a-e*, *i-e*, *o-e* were developed sufficiently easily, using Dr. Yale's book as a guide and what hearing Winnifred may have had; *u-e* is still unsatisfactory, but improving.

On March 13 "Mother, Winnifred, *and* Baby went downtown. Mother bought some needles *and* thread. Mother is

making a dress for Winnifred. Jack is throwing snow-balls."

On March 17 I must have been working on "has" and "had," for I find: "It is raining," "The dog *has* a tail," "The kitty *has* a tail," "Winnifred *has* two books," "Baby *has* one book," "There is no moon," "I see a star," "Daddy came home."

So our "diary" recorded little happenings, using forms of speech in which we were interested.

After drilling on "star," our second double consonant, I found need of more study or greater interest somehow. "Star" did come easily, but in general Winnifred had no use for words with double consonants. She just would not see them. For star I see ar, tar, s—t, s—t, st, s—tar, s—tar, star. On the same page there is drill on *ai* in rain, words in a list: *a-e*, *ai*, rain, pain, vain, main; *a-e*, *ai*, rail, pail, sail, tail.

There is drill on *x* (ks). I believe Winnifred was interested in "six" then.

There are splendid lists of words for phonetic drill in *The Plan of Work of Progressive Road to Reading* (Silver, Burdett & Co.).

I studied "Greene's Manual of Articulation Teaching" over again, re-read parts of "Speech and Speech-Teaching" by A. J. Story, and decided to let articulation teaching rest a while and take up things I knew more about. I could not make the double-consonant work interesting, and I knew I could take up number work and possibly a little reading as taught to hearing children. I had taught in the public schools in New York City, and among other things I had taken up post-graduate work in calculus, so that I felt that I knew number anyway, and I decided to see what I could do in teaching reading.

My search for a primer that suited me was a pretty long one. Winnifred could read our "diary" (script). Some primers had no story interest. The newer "progressive story" type of reader I was afraid would lead to very poor construction in her speech, for as some of the writers of progressive primers go on with their work they are so intent upon phrase drilling and repetition that both story and language suffer. In fact, several years

of that type of basal primer or reader is reflected sadly in composition work. I do not condemn all, but I am still looking out for one that suits me. One book began, "The hen can run." I tried "hen can run" in front of a mirror and gave that up. Some books had half to three-quarters of a page of drill matter, with the rhyme or story sandwiched insignificantly between. Those with fine pictures seemed to have miserable sentences called a story. I wanted stories such as Miss McKeen's "Stories in Prose and Rhyme," but in primer form—a preparation for her book and for "The Raindrop." Out of 25 primers I found a few that I thought would serve my purpose. The Elson-Runkel primer seemed to be the best. It was just right. The simple language and attractive illustrations made the work easy, happy work. The introduction stated that real stories, rich in dramatic action, had been chosen—stories which have a plot, a series of incidents, and an outcome; hence the child gets somewhere. It is true.

In each case I told the story until I was sure Winnifred knew it, and developed words and phrases, just as I would have with a little foreigner, acting them when necessary. I see in my note-book (April 3) drill on cat, kitten, kittens. The first story was "The Cat's Dinner." After using "kitty," Winnifred was not inclined to accept "cat" or "kitten." We told the story of the Three Little Kittens: "Three little kittens lost their mittens," and when I showed her "kittens" in both books she was satisfied. There was nothing more to do but to go ahead and read. "See the cat. See the kittens. Come, cat, come, Come, kittens, come."

The next page, again fully illustrated, begins something like this (the first pages are worn to shreds, so I reproduce part, not all, from memory); "The cat saw a bird. The kittens saw it, too. The bird saw the cat. It saw the kittens, too. The bird flew away."

On April 4 I have a page in my note-book filled with "bird, cat, a bird, the cat, saw, come, kittens, the bird, a cat," etc., for drill purposes. We put each word on a card and played our matching games.

On the next page I have such state-

ments as these, using our toy animals: "Mother saw a cat. Winnifred saw a cat, too. Harriet saw a bird. The cat saw Jack. The cat saw Winnifred, too," etc., until we have "The cat saw a bird," as in our primer. On April 5 the diary page is filled with similar sentences, working up to "The kittens saw it, too." Evidently there was trouble with "kittens," for I see "ten, tens, kittens." (About six months later I must have exaggerated the *sz* sound, for we had "kittenis," and I could not stop it that day, so we dropped the story for six weeks. When we took it up again the pronunciation was correct.)

Another "diary" page illustrated "The cat had three kittens," and an illustration of a single bird flying, "The bird flies"; several birds flying, "Birds fly" and "The birds flew away." We talked out all these things before putting them on paper.

I saw plenty of garages in our neighborhood, but no old-fashioned barns. The next page begins, "The cat went to the barn." So we took the trolley to Plainfield and saw a huge barn with a horse most conveniently looking out of the window. What could have been more attractive? As soon as we got home I drew a barn with a window in the right spot, with Mr. Horse gazing out. We labelled the barn. Then we discovered that the first garage back of our house is just an old barn. "Went" had occurred in our diary nearly every day, so the combination of the trip, the diary, the picture, and a trip to that barn back of us gave us: "Harriet went to the barn. Winnifred went, too. We went to the barn," and then the primer's "The cat went to the barn. The kittens went, too," and the rest of the story in similar fashion.

Infinitesimal detail? *No more than we have to use with a little foreigner.* It gave me great happiness to have my five-and-a-half year old deaf child *reading*. None of the hearing children around us of that age had been trained to read.

In that way, little by little, we took the first three stories. Then we skipped to the middle of the book, for some pictures of pigs fascinated Winnifred, and she had to see them each day before closing

the book. Before beginning the pig story, we took from the Nursery Rhymes "This little pig went to market." I see (April 20) on our diary page, "Today we went for a walk. We went to market. Winnifred, Harriet, and Mother went to market." And I had taken great pains to say "market," "market," "market." "This is the market," when we were in the shop. When we came to "roast beef"—"beef" was such an easy word to say and remember—Winnifred became interested in the names of the various meats that appeared on our table and remembers them fairly well.

I said the rhyme with the little fingers over and over, day after day. We also put the rhyme in our book. I see several pages at intervals filled with drill words: "pig, this, little, went to market," etc. I see a drill on short *i*: "pig, fig, nig, mig, sig, tig."

On April 23 I see *a-e, ai, ay; s—t, s—t, st, tay, day, way, tay, stay, stayed, star, star, stay, stay.*

In spite of saying "star" correctly I had trouble with "stayed." That time, however, I did not tire her as I had with "snow". She says the word nicely now.

Finally Winnifred read the rhyme. And she had learned it by heart. I would write the first word and then wait for her to tell me successive words before writing them. I wrote out the rhyme on a large sheet of cardboard, with crayon, and put it on the wall, so that she could read it each day by herself. Gradually the reading became more distinct, she gained in speed, and some time later, after we had taken up several rhymes, she did not chop off each word, but kept up her breath and voice just as a hearing child. Then I had to guard against this: "This a little pig." "Jack and a Jill." It is possible that my own efforts at very distinct pronunciation led to that. I managed to show her the error and the right way.

Jack and Jill claimed her attention next. I could not find a small illustration in anything I cared to cut up, so sent money for Colgate's samples and Mother Goose booklets, an advertisement that ran for months. The covers of some of the books (I've found better since) and the printed matter were cut to fit our "diary" as we needed them. I cut up inexpensive

nursery rhyme books also. These rhymes and the primer gave Winnifred an incentive to master double consonants. She worked over "Spot," the name of a cat, by herself until she said it just right. She knew when she had gained the right pronunciation. After she mastered "spot" it was easy to say "spoon."

These rhymes are repeated at intervals in script through the books, as well as the phonetic drill and word drill. A child loves to see things done, and the re-writing holds her attention. We have Stevenson's "The rain is raining all around" and "Rain, rain, go away"; "Three little kittens lost their mittens"; "There was an old woman who lived in a shoe" (Winnifred disliked that rhyme, so we gave it up); "Little Miss Muffett"; "Little Jack Horner"; "Dickery, dickery, dock"; "Hey, diddle, diddle." None absolute perfection, but good enough, considering difficulties in getting time for work.

We are working on "Little Bo-Peep," and Winnifred has asked for "Little Boy Blue" next.

All these we acted out, and we drilled on separate words and on phrases, using cards, matching words, drawing cards from a basket, and telling the word or phrase—in fact, using any device to hold interest. All that time, I said the rhyme over and over, daily, for lip-reading. Finally Winnifred was ready to read the whole rhyme.

A Santa Claus song interested Winnifred, and one day she asked me to write "down the chimney"; so this appears:

Come, sing a song for Santa Claus,  
For bells and reindeer sleigh;  
And bags of toys for girls and boys,  
He's surely been your way.  
He makes his trips on Christmas night,  
When all the world's asleep;  
And down the chimney, so they say,  
The jolly saint will creep.

Winnifred had always repeated the last two lines. She knew "jelly," and "jolly" was fine to say, too. She went around saying "jelly, jolly, jelly, jolly." I showed her that "jolly saint" meant "Santa Claus." We had no end of pictures for "reindeer sleigh," "bells," "bags of toys," etc. We acted out Santa Claus "creeping" from the fireplace. Winnifred begged to read the verse and I helped her



improve. One day all the way downtown she worked over "sleigh" and "surely," saying them over and over by herself. Another day she worked on "reindeer"; another day on "creep." "Your," "trip," and "Christmas" never suited me, but we'll have them by next Christmas. You see, I am depending upon hearing now to help me.

At Winnifred's test a year ago the surgeon said he thought she heard all the tuning-forks down to C, and she had repeated ten words (blindfolded) 3 inches from her ear. This year she can repeat nearly every word she knows 8 inches from her ear, and does particularly well when accent and rhythm help her, as in "Hallowe'en," "fourteen," "Santa Claus," "twenty-one," etc. The surgeon tells me that there may be a limit to the amount of hearing that can be developed in Winnifred's case, but I'm so thankful for what she has developed. However, I want all I can get.

A cat adopted us this winter. Winnifred was overjoyed when she heard him mew. She was very close to him. To her, kitty says "pow." Hence she refuses to read the parts of stories where kitty is supposed to say "mew! mew!" She objects strenuously.

She has heard the robins scold, and she came home the other day flapping her arms and trying to tell me how a rooster crows. Some three hundred baby chicks in the 10-cent store made too much noise to suit her. Her ear was close to the little screened-in counter. Her joy over these new sounds is worth seeing. Yet she hasn't enough hearing to catch our daily conversations.

To go back to kitty. Winnifred felt the warmth of kitty's fur and immediately we took up: "I like little pussy. Her coat is so warm."

Also another story (verse):

Once there was a little kitty,  
White as the snow.  
In the barn she used to frolic,  
Long time ago.

There are several stanzas of this in my book.

Winnifred's shadow interested her, so we are working on Stevenson's "I have a little shadow that goes in and out with

me." And, going back to the Primer, we have taken up the squirrel story, or part of a bird story, or a Christmas-tree story when any of those topics has been of particular interest. We have squirrel, bird, and tame-rabbit neighbors. A stuffed owl in a seashore bungalow gave me an opportunity to interest Winnifred in an owl story.

I am working now for connected language through eye and ear, following suggestions given by Mr. John D. Wright. As I stated, I find the N. A. T. D. readers and the Sarah Fuller Primer splendid language guides. Also, for pictures for discussion, I find the Peter Rabbit Series very helpful, our fairy story books, and I hope to look over the old-fashioned Chatterbox books. We've been to the circus, and I think the Chatterbox books of wild animals ought to be our next purchase. Also I've discovered a splendid little reader—the Long Ago Series—Lyons and Carnahan: "Red Feather." We can take the first fifteen pages in the next year; probably more. We may as well play "Indian" as anything else. Jack has put up a sleeping tent in the yard and built a fireplace. The book is very attractively made, buff pages, red and brown illustrations, and the stories are supposed to be true pictures of Indian life. Winnifred has added "Indian," "feather," "forest," "river," and "canoe" to her vocabulary. We put the feather in her hair-ribbon each morning. Jack knows where there's a bed of clay for pottery. Bows and arrows are easy to make. Our summer outing gives us a forest, a river, canoes, and birch bark. Some day I hope to get an opportunity to examine many sample primers and first and second readers, basal and supplementary.

Before leaving language, I must tell the simple device I used for teaching "yesterday," "to-day," and "to-morrow." I cut three small slips of paper, wrote "yesterday" on the first, "to-day" on the second, and "to-morrow" on the third. Then I pinned these on our calendar. "To-morrow's" calendar space is vacant, for we build daily. I shifted the three slips each day until Winnifred grasped the idea. It took just a few days. Our diary page states: "Yesterday was March 31, 1918."

"To-day is April 1, 1918." "To-morrow will be April 2, 1918."

We mark holidays with Dennison's seals and now write the name of the holiday. I use appropriate crepe paper for holidays, and busy work, too. I found carbon paper in large sheets at 5 cents, and a dozen 10 by 12 sheets in the 10-cent store for 10 cents. This helps me transfer pictures to cards for sewing, and Winnifred likes to use the carbon paper, too.

In our books, as the question or need arose, I have capitals and small letters, script and print side by side for comparison, the days of the week, also many clock faces drawn, for I taught Winnifred to tell time. She was so impatient that I had to teach her the hours as soon as she could count to 12. Then when I'd say "We shall go downtown at 3 o'clock," "You may make cocoa (a favorite occupation as soon as she could climb on a chair to reach the cabinet) at 4 o'clock," "We shall take the car at 11 o'clock," she was entirely satisfied. When she could count by fives we worked with the minutes. (Mr. John D. Wright wrote out many, many helpful suggestions in March, 1918, for my work. I wish he would print them, and also the advice he gave me on connected language.)

Winnifred kept watch of the changing year, the falling leaves, the frost that killed the last of the flowers, the snow, the return of the leaves, and the spring flowers. We've seen the Jack-in-the-pulpits, spring beauties, dog-tooth violets, and wild lilies of the valley grow this year—the violets, buttercups, and daisies. Winnifred is almost normal physically. She runs, jumps, rides a velocipede, plays hop-scotch, and actually skips with two feet (after much practice). Last summer we took a bungalow on the Tom's River, where Winnifred became acquainted with boats and fishing, and saw crabs, lizards, and snakes; and, best of all, she learned to swim with water-wings. Our small boy has always brought home such treasures as turtles, frogs, tadpoles, snakes, unusual stones; so we have been generously supplied with Nature materials while waiting for strength to go after them ourselves. All of this gives opportunity for more language.

We have used reading entirely as an expression of thought. Phonetics have had their value simply as aids to correct pronunciation. As Winnifred sits on my lap, with her knowledge of phonetics, I can correct mistakes in pronunciation. Now we work through hearing; she rarely looks up. My mouth is close to her ear. Sometimes, if it seems necessary, I cover all but the initial letter of a word with my thumb to call special attention. In the same way I cover all but the final letter, or call attention to a central vowel or combination by covering both ends. Then she corrects pronunciation herself. A pencil and paper are useful, though I rarely use them at that time. We read for the story, and I take all drill-work entirely apart from the reading of the story. Simply a matter of preference; decided preference on my part.

I have found it helpful to cover all pictures but the one we're interested in and to hold a card (a postcard is right size) just under the line we are reading. Winnifred's attention wanders with too many attractions. She shows great preference for certain parts of the story and is eager to skip. All little hearing children do that. The amount she reads varies. When her interest flags or there have been too many distractions, I have to give up. Sometimes I have to be content with three or four lines. In new work I am happy if I get one line. Sometimes she reads three or four pages. I am amazed at her eagerness to conquer difficult combinations, as they occur in these rhymes and stories, *by herself*.

Our number work has been the easiest work of all so far. I have put in quite a little time on it, though lessons were very short; just a minute or two at first. When Winnifred was four and exploring the kitchen and pantry, she decided to help set the table. I noticed that she always took the right number of knives and forks, and if by mistake I gave her four plates, she objected strenuously until I added the fifth. Now such a knowledge of number before she had a chance to do much in lip-reading or to learn speech I felt was a pretty fair beginning. I made up my mind that number could be presented to appeal to the eye entirely; that she could learn to lip-read numbers as

easily as anything else. My only thought was to make the work attractive. Not only *the presentation*, but *the drill*.

We began work with the animals and little dolls I mentioned, and at the time we were drilling on "two," I gave Winnifred rewards in twos: two candies; two animal crackers. I did the same with three and four. After Winnifred could lip-read these: "Give me three kittens," "Give me four dogs," I used the number written on a good-sized card. I made the figures about three inches high then. I would arrange groups of cats, dolls, dogs, horses in ones, twos, threes, fours; then call her, give her the cards, and reward her if they were right; and they were. I found these toys too large for quick work when we got to sixes and sevens. I wanted attractive small things, and decided to cut tiny shoes, dolls, houses, etc., from magazines. The labor was tremendous; I couldn't give the time to it. One day I thought of the little pictures we used to paste on cornucopias, and found them in a little paper and magazine store. I bought a photograph-mounting book in the 10-cent store and filled a page with ones; another with twos. I had one of threes, fours, fives, and sixes, respectively. They served to attract; it was in permanent form, but the pictures were too large. When I happened to see Denison's seals that problem was solved. I gave Winnifred a box of seals (little red hearts) and asked her to paste 4, 3, 6, 7, etc., and she pasted the right number every time.

In grouping objects small seals give best results. If I have large seals she counts one at a time. I don't want that in my work now. I want her to see a group. Then we made a chart of red hearts for the kitchen wall, hung as the others were, on a level with her eyes. It remained there a year:

1. o	one
2. oo	two
3. ooo	three
4. oooo	four
5. ooooo	five
6. ooooo o	six
7. ooooo oo	seven
8. ooooo ooo	eight
9. ooooo oooo	nine
10. ooooo ooooo	ten

Too great space between seals makes work difficult. Winnifred worked hard over articulation. How happy she was when she was five years old. Five candles, rewards in fives; five became a magic number. (Personally I dislike the scoring method; it is absolutely valueless in counting money or objects. Even splints are better placed regularly with a space between the fives as our fingers are arranged.) We used Nature's finest counters, the fingers, again grouping. Our fingers are with us always, and numeral frames may be miles away. *Winnifred did not point to her fingers one at a time to count.* We held up one finger, called it one, then relaxed the hand; held up two fingers, said two, relaxed the hand; held up three fingers, said three, relaxed the hand, and so on. We used splints and a numeral frame after reaching 10; occasionally two pairs of hands.

When Jack had his cake on his eleventh birthday (January, 1917) Winnifred asked for the new number. I said "eleven." She brought a pencil and I wrote "eleven 11." Winnifred said "No," and indicated that one and one are two. I took the candles, tied a string around ten, then put them in the tiny box cover, and put the single candle in the box—box and cover side by side—and on a large sheet of paper fitted underneath. I showed 1 (ten) and 1 (unit). That was somewhat explanatory; but I bought more seals, cut small slips of paper, on each of which I placed ten seals. I drew several squares, divided in half vertically, called the left half the "tens box," the right half the "units box." On the first square, left box, I pinned one slip of ten. In the right box there was nothing. Underneath the ten I placed "1" underneath the blank right "o"; under all I wrote the word "ten." Of course, eleven had a slip of ten pinned in the left half of the square and one seal pasted in the right half. Underneath the tens box I wrote "1" and underneath the units box "1"; under all the word eleven. Twelve consisted of one ten and two units; thirteen of one ten and three units. Winnifred expected fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, though when she came to articulation she cried over "fif-

teen." A little girl of five, who loved fives, could not understand why unreasonable mortals had created "fifteen" instead of "fiveteen." Nor was she consoled until later, when she found twenty-five, thirty-five, forty-five, and all the other fives but "fifteen" and "fifty" had behaved. Nor did she really forgive poor fifteen until she was six, and "six" became the magic number and "fifteen" had become automatic.

Tens	Units
oo	
oo	o
oo	o
oo	
oo	
I	2
twelve	

Twenties, of course, necessitated two tens, one pinned on top of the other in the tens box. Thirties, three tens. The reason for pinning one over the other in that way was to keep the sizes of the boxes uniform. It was easy enough to lift them up to count the number of slips. I did not want any confusion when we needed the hundreds box. Then we bundled splints into tens. Day after day we counted slips of ten, or bundles of ten splints—10, 20, 30, 40, 50, 60, 70, 80, 90, 100—and then using single splints with the bundles—21, 22, 23, 24, etc.; 31, 32, 33, 34, etc. In our drill later we skipped around: "Show me 57, 75, 82," etc. What a time we had then to distinguish between *seventeen* and *seventy* and to articulate both the "teens" and the "ties," and "twelve" and "twenty" were so difficult that Winnifred balked absolutely. I did not force them. When we arrived at twelve or twenty, she waited and watched, and I said "twelve," or "twenty." After weeks of this I heard her counting alone and mumbling a reasonable reproduction of "twelve." She gained confidence each day after that. I just waited and repeated faithfully. The pronunciation is nearly all that could be desired now.

I began our work in addition combinations, and found that such combinations as 5 and 2, 5 and 3, 5 and 4 Winnifred

had mastered unconsciously from the chart and from the hands. She had asked of her own accord (in pantomime) for two and two, three and three, four and four before she could articulate. I believe those were Harriet's favorite combinations. The other combinations to ten have had regular drilling with splints, fingers, and numeral frames. Then I showed the formal work on paper:

How many are 4 and 3?  
Four and three are seven.

$4 + 3 = 7.$   
4 and 3 are 7.

$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$

I am trying to teach her *to hear* these drills now. I can recall in my own first school days and in my work at home (I did not attend school regularly until I was eight) hearing the class drone out addition combinations, and the same type of study at home. I can almost hear the class count by twos and threes. Without question, the ear aids memory tremendously, so we'll have both eye-work and ear-work now.

Winnifred was interested in some Hallowe'en seals last October, red and black cats and red and black witches. I purchased several boxes for counting by twos and threes in conjunction with such counting on the numeral frame. To my dismay, when they were very carefully mounted, Winnifred turned away. She looked disgusted. The cats were very crude—a Hallowe'en fancy. Winnifred absolutely refused to see. I bought some yellow Hallowe'en seals in another store and mounted them in exactly the same way and she was happy over her work. We hold a postcard and slide it down, following down the two—2, 4, 6, 8, 10 (no numbers are written in this book):

oo  
oo  
oo  
oo  
oo

I have another list taking two more—2, 4, 6, 8, 10, 12. Some pretty turkey seals carry us to 14.

Then in another place I have seals beginning with 1—1, 3, 5, 7, 9.

o  
oo  
oo  
oo  
oo

Another list runs 1, 3, 5, 7, 9, 11; a third list carries us to 13.

Another set of turkeys were too large. She starts in to count by twos, but runs off into pointing and counting by ones.

The little Santa Claus seals are favorites, and little gold bells, Santa in his sleigh, stockings full of toys, little poinsettia flowers, and little Easter rabbits make very attractive counters. We have worked on threes in the same way:

ooo	ooo	ooo
ooo	ooo	ooo
	ooo	ooo
		ooo
3, 6	3, 6, 9	3, 6, 9, 12

Then beginning with one: 1, 4, 7, 10.

o	o	o
ooo	ooo	ooo
	ooo	ooo
		ooo
1, 4	1, 4, 7	1, 4, 7, 10

And beginning with two: 2, 5, 8, 11.

oo	oo	oo
ooo	ooo	ooo
	ooo	ooo
		ooo
2, 5	2, 5, 8	2, 5, 8, 11

And I have fours and fives mounted for drill for future work. In our "diary" books I have numbers carefully spelled—one, two, three, etc., up to one hundred. I have columns of numbers to 100, usually ten in a column, so that we can read across: 1, 11, 21, 31, 41, 51, 61, 71, 81, 91. I have written out the counting by twos up to 100; also 1, 3, 5, 7, etc., to 99. I don't expect her to tell me all that. But she asks, "What next?" and I always go on until she is ready to stop. We have counting by fives to 500 on one page, and I recall that she wanted to know what came after 900 and then what after 1,000; so I showed her. I believe we got up to

10,000 before she was tired, but I do not spend time drilling those things. They will have their own time and plan. Counting by fives, of course, helps in telling time and handling money. We have only our combinations to 10 so far. And always the greatest helps are my charts—made for the moment on cardboard or wrapping paper, whenever drill or any special point demands attention. They are my silent teachers. All of the work needs constant drill. Our hearing children drill on combinations for three or four years. We are playing store with a handful of pennies, nickels, and dimes. We take ten or twelve small articles—those nearest when our chance comes. Sometimes Winnifred is shopkeeper; sometimes she is the shopper.

And here my tale is near an end. I've no doubt people will wonder *when* I do all this. We try to have one regular period of study early in the morning, before I begin my household duties. The period lasts just as long as I can hold Winnifred's interest without tiring her. Family illnesses and other usual and unusual interruptions upset many of my plans in spite of my wishes. But her work comes first.

On rainy days we get in our best work, for we can work a little and play a little and get in much before bedtime. One time for ear-training alone comes when I am putting the children to bed. Winnifred is tired, and she sits in my lap, asks me to pin back her curls and say all her rhymes into her ear. Sometimes we add the story of the Three Bears, and occasionally the Three Little Pigs. She loves the change of voice in the first story, and the repetition of "Little pig, little pig, let me come in." "No, no, by the hair on my chinny, chin, chin"; and the huffing and puffing. This work, also, we are beginning in front of the mirror. Last of all, I sing her prayer.

The whole house shows our work. Charts are everywhere; a small mirror hung in the kitchen on a level with Winnifred's eyes has been a great help. We had great difficulty in training the little hand to be steady; but one of her joys is a little note-book and pencil for scribbling, and occasionally writing words she knows, and I keep her well supplied. The

kindergarten work has done much for her, too.

I am still experimenting. You see, we mothers have no lip-reading and language guides suitable for our babies. Nor do we know how to make language interesting. If our development of words be interesting, how about drill? Those dreadful double consonants? These little ones take our language efforts smilingly, and we find "swim," "lollypop," "robin" learned for all time, apparently, at the second repetition; and prosaic "stocking," "comb," "potato" still in the lip-reading stage. Won't somebody tell us *how* to make these prosaic things interesting and give definite exercises without preaching? A book of Things To Do—a guide for working along natural lines to make the child use connected language? *Don't tell us that the psychological age of speech is from two to five or two to eight, and then say, "Hands off!" when it comes to articulation.* Give us a definite guide for lip-reading and language. We'll fight for oral schools hard and fast then.

I have a very warm feeling of gratitude for the splendid help given me at the Newark School, for the interest Mr. John D. Wright took in my work this spring, starting me along new lines, and the same feeling toward THE VOLTA REVIEW. The discussions there have given me many ideas and helps. (I have not mentioned the Sweet Language books, which could be used as language guides, that I've purchased recently; nor Facial Speech-Reading, by Dr. Gutzmann, for the latter is very fatiguing for a mother physically tired. I have promised myself Dr. Bell's pamphlet on the same subject some day. I have the Barry Five Slate System, but have not been able to use it with so young a child.)

I do hope that, after reading this, other discouraged mothers will try out different methods, different subjects—it is all *education*, after all.

Perhaps we mothers, some day, can arrange matters so that the State will supply a traveling teacher of the deaf to start us on our lip-reading; to help us in our difficulties with articulation; to help us find the right school. It took me a year to find out how and where to see the work and another year and more to make ar-

rangements to visit the school. It would pay the State many times over to aid mothers of deaf children in this way. Our children would not be *eighteen* before finishing regular school work, as some articles state. The course of study in Public School No. 47, the Day School for the Deaf in New York City, published in THE VOLTA REVIEW for July, 1917, has interested me very much. It gives a very good idea of the various phases of work necessary in teaching a little deaf child.

Mr. De Land has asked me to write a postscript, telling of Winnifred's progress during the last three months.

Winnifred says the names of her own town now and of two others; the names of eleven colors; the first names of most of her playmates, and a few surnames. *Mr.* and *Miss* are part of her vocabulary, but not *Mrs.* She asks, *Where is? When? What?* and uses *this, here, and there* properly. I still have to prompt for pronouns.

Winnifred knows the days of the week, and discovered that the months vary in length. I think we shall begin a wall calendar, and keep our charts uniform in size—8 x 10 will be large enough now—so that the best ones can be kept as a loose-leaf note-book for future use. An unusually busy period this fall demonstrated the usefulness of such a plan. I found that our note-books were out of sight most of the day, therefore out of mind, and there was little time for chart-making.

Early in our reading work Winnifred discovered the plurals of nouns, some with a soft *s*, some with the *z* sound. Now she discovers words with similar movements: *alone, hello; house, out; on Monday, how many* (similar from the average lips.)

From Winnifred's playmates came: *Stop that! O dear!* (after a few days of kindergarten, *O Gee!*) and, curiously, correct use of *come on, come in, and come here*. The other day Winnifred explained the difference between *house* and *home*. *Call Harriet* is another of the commands Winnifred has picked up.

I need tense in verbs more than any other phase of the work, even before

building-up more nouns, verbs, adjectives, etc. I am using three shades of paper—one for past, one for present, one for future—and I am writing the full sentence on each sheet, using crayon for the verb, so that it will stand out. I can't guarantee the success of this yet, but I hesitate to chop up sentences according to the Barry method. I have trouble enough with disconnected speech, though subject, predicate, object, and adverbial phrases seem to fall naturally where they belong.

Winnifred's articulation improves. I have a good *y* in *yes*, a fair one in *your*, a poor one (nasal) in *you*. I believe that is the only real stumbling block left in articulation. Sometimes Winnifred's speech is very good, sometimes indifferent, sometimes purposely very bad, according to her mood.

Our number work is still interesting. I decided to teach the multiplication tables to 20 this winter. I bought a small note-book for Winnifred's mounting, and on one page she has placed seals in twos: 2, 4, 6, 8, 10. At the same time I mounted similar seals on little slips of heavy dark gray paper, two seals on each slip. We called these slips *twos*. I asked, "How many twos?" and before Winnifred could *guess* or show possible confusion I turned the slips over, and Winnifred counted the backs: 1, 2, 3, 4, 5 twos. After this exercise, "Give me three twos," "Give me two twos," "Give me five twos," etc., we mounted these slips in Winnifred's book, so that there was direct comparison. Beginning on Winnifred's page, we count 2, 4, 6, 8, 10. On mother's page we say:

- 1 two is 2.
- 2 twos are 4.
- 3 twos are 6.
- 4 twos are 8.
- 5 twos are 10.

And our drill away from the book: How many are 2 twos? 3 twos? 5 twos? etc. The formal sign of multiplication and the word "times" can safely wait until another year.

We have threes, fours, and fives mounted in the same way.

Again, work out of sight is out of mind, so I have mounted sets of these

dark gray slips, filled with the most attractive seals I can find on a dark buff background for charts, and Winnifred's "*very, very pretty*" is sufficient compensation for my trouble. She loves to count them.

One discovery this fall has been a set of rubber animal stamps for printing purposes. Winnifred enjoys stamping her own drills.

I have found this chart very good for memorizing 6 and 6; 7 and 7; 8 and 8; 9 and 9, using attractive seals:

00000	o
00000	o
00000	oo
00000	oo
00000	ooo
00000	ooo
00000	oooo
00000	oooo

The results show up very plainly.

I hope to drill both addition and multiplication combinations to 20 this year. I have taken up the addition of three numbers in a column, sum, as a rule, less than 10; also the addition of tens without carrying, and there my mounting book demonstrated its value; and the reading of numbers to 200.

In playing store Winnifred did very well, both as shopkeeper and customer, even for a while giving change from a nickle or dime, until I began work involving two processes. I would purchase a pencil for two cents, and a book for four cents, and give a dime.

For three or four days everything went well; then Winnifred began to hesitate and make mistakes, and then she refused to play that game. During the fall I was afraid Winnifred would forget coin values, so I began to give her one cent each day. When she had five, of her own accord she asked me to exchange for a nickel. The next five pennies and the nickel were exchanged for a dime. Winnifred had a quarter, a nickel, and two or three pennies when the war-work drive began in the schools. Since then her pennies disappear as fast as she gets them. With more time at my disposal, we have begun playing store from the

beginning, with a handful of coins as before—no change problems at first. I shall work slowly until I see, again, quick, sure handling of amounts. In speech we have: *How much is that book? Eight cents*, etc.

Winnifred insisted upon school this fall, so both little girls have attended kindergarten. Winnifred's ability to imitate, and her knowledge of rhythm (gained unconsciously) and of the materials used in hand-work, left only the most difficult part—the lip-reading of games, songs and stories, and the little talks.

Nursery rhymes we had had at home, so that was familiar ground, and there came an opportunity to read other lips than mine.

The finger-plays interested Winnifred, and I went over them many times for lip-reading. I cut out pictures for our charts and note-book, borrowed the book of finger-plays (Emilie Poulsson's) to show Winnifred the pictures, and our reading lesson followed:

Here's a ball for baby,  
Big and soft and round.

Here is baby's hammer,  
Oh, how he can pound.

Here is baby's music,  
Clapping, clapping so.

Here are baby's soldiers,  
Standing in a row.

Here is baby's trumpet.  
Toot-too-too. Toot-too.

Here's the way that baby  
Plays at peek-a-boo.

Here's a big umbrella  
To keep the baby dry.

Here is baby's cradle,  
Rock-a-baby-bye.

*Soft, round, peek-a-boo, clapping*, and *soldiers* are now part of Winnifred's vocabulary. I had tried to teach *soldiers* before, so many troop trains passed through en route to the transports. Winnifred referred to the soldiers as "many, many good-byes."

Another finger-play gave Winnifred *brother* and *sister* (they appear in our

diary, but had not been adopted); naming the fingers, beginning with the thumb:

This is the mother,  
This is the father,  
This is the brother tall.  
This is the sister,  
This is the baby.  
Oh, how we love them all!

(Winnifred caught Miss M—'s inflection on the last line.)

The good-morning song gave Winnifred *good-morning*; *good-night* has been part of her vocabulary for some time:

Good-morning, good-morning,  
Good-morning to you;  
Good-morning, good-morning,  
O, how do you do.

Harriet is my interpreter. Winnifred comes home, goes through a set of motions, asks "What?" and sometimes I can guess; sometimes Harriet interprets.

The first finger-play is followed by "Rock-a-bye-baby." I tried to take that for a reading lesson, but the falling baby distresses Winnifred, so that she can think of nothing else. She substitutes:

Bye, baby-bunting,  
Father's gone a-hunting,  
To get a little rabbit skin  
To wrap the baby bunting in.

*Skin, school, squirrel* are all difficult for Winnifred. She can say them properly, but hates the effort.

Winnifred's vocabulary contains such words as *cow, sheep, goat, pig, horse, duck, chicken, goose, turkey, squirrel, rabbit, wheat, corn*, and *hay*; so that the kindergarten talks relating to the farm ought to have given her an opportunity to lip-read. However, the work is adapted wholly to hearing children, and it is quite possible that Winnifred gets absolutely nothing from the talks, in spite of an abundance of pictures. Two of the kindergarten walks had been trips to a farm where Winnifred heard a *cow* moo. In story period Winnifred sits close to Miss M— and may catch a word or phrase here and there. But Winnifred becomes very restless.

A week of squirrel talks, games, and correlated hand-work interested Winnifred. We have several squirrels in the



trees in front of our house. Again came a finger-play that Winnifred loves and follows closely. Pointing to the fingers:

Five little squirrels lived in a hollow tree.

The first little squirrel said, "What do I see?"

The next little squirrel said, "I smell a gun."

The third little squirrel said, "Come, let's run."

This little squirrel said, "Let's hide in the shade."

This little squirrel said, "I'm not afraid." Bang! went the gun—

And away they all run.

The game that Winnifred loves has this song, and Winnifred's lips move in perfect time on the tra-la-las:

The squirrel loves a pleasant chase.

Tra-la-la-la-la-la.

To catch him you must run a race.

Tra-la-la-la-la-la.

Hold out your hand and you will see

Which of the two will quicker be.

Tra-la-la-la-la-la.

Winnifred enjoys the pledge of allegiance to the flag, it is so easy to follow, and mother has to give it nearly every day. Winnifred plays school, gathers her playmates in line, and claps time for marching, saying, "lef', lef', lef', lef'" in perfect time. This is another word gathered without teaching. I find, too, that Winnifred can *skip* to music, keeping perfect time.

The Thanksgiving hand-work and talks related to Indians. You can imagine Winnifred coming home, after our summer with "Red Feather," with a band of paper "feathers" fastened onto her head by a rubber band, shouting, "*Mother! Indian! many, many feathers!*" and the breathless telling of a *wigwam* that *Miss M*—made with *chalk*, and another *wigwam* made of *paper*; and the *bow and arrow* were *red*. These words are part of Winnifred's vocabulary.

The song that Winnifred wanted me to write on her page of turkeys was used simply for lip-reading. Of course, I explained each phrase:

Thanksgiving Day will soon be here.  
It comes around but once a year.

If I could only have my way,  
We'd have Thanksgiving every day.

In reading we are taking up old stories in various primers, so that Winnifred will gain confidence in herself to tackle new things. We have taken up some stories in "The Progressive Road to Reading." The first two stories, built on similar lines ("The Little Red Hen"), went very well. The third, a rehash of the first two, bored her very much, and I did not ask her to finish. The fourth story gives a complete change of thought and Winnifred enjoyed it. I still like the Elson-Runkel Primer the best of any so far.

I have found a new Christmas book for reading: Clement C. Moore's "The Night Before Christmas," among the Altemus' Wee Books for Wee Folks. There are twenty-eight illustrations, and the book is tiny, built on the lines of the Peter Rabbit Series, by Beatrix Potter.

Most of the books of that Altemus set are just a lot of rubbish. Neither Harriet nor Winnifred care for them. But for connected speech, hearing drill, rhythm, and lip-reading this Christmas story, fully illustrated, is "so full of a number of things."

#### A STEP TOWARD PREVENTION OF DEAFNESS

In our medico-legal department this week appears an abstract of a decision of the Supreme Court of North Carolina which recently affirmed a judgment of a lower court allowing damages of \$10,000 to a wife against her husband who had infected her with venereal disease. This decision is of importance from the standpoint of public health as well as from a legal standpoint. Legally, it sets aside the old belief that the husband and wife are one, he being that one, and that she has no recourse against him for any acts performed outside the law. Primitive conditions making the wife a chattel have passed. Today the woman is equally a citizen with her husband. As already established by court decisions, a husband is liable if he assaults or slanders his wife. It is a credit to the enlightenment of the Supreme Court of North Carolina that it should see that the communication of a venereal disease is a greater injury than the breaking of an arm or other physical damage.—*Journal American Medical Association*.

Speech-reading brings back the joy of companionship with family and friends.

## MUSIC OF THE SOUL

VERSE AND DRAWING BY SAUL N. KESSLER



Oh! the song surrounding me  
Is all that I can hear.  
Yet its notes have set me free;  
Purged of insane fear.

Oh! the magic melody  
Is ringing in mine ears,  
Ringing in a rhapsody  
Of all my unshed tears.

Oh! how sweet the happiness  
Stirring me to sighs,  
Overflowing wistfulness  
Burthening my eyes.

Is there sweeter symphony,  
If deafness is my role,  
Than the blessed harmony  
Of mine own inner soul?

## THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING, INC.



—Saul N. Kessler

The American Association for the Hard of Hearing, Inc. (present constituent bodies, New York, San Francisco, and Chicago Leagues), extends warmest greetings to the other organizations throughout the country, and a cordial invitation to be present at the Annual Meeting in Boston, June 8, 9, and 10, 1921. It is earnestly hoped that every existing organization will soon become a constituent body of the Association.

## THE GREAT CONVENTION FOR THE HARD OF HEARING

Boston, June 8, 9, 10, 1921

"ARE YOU GOING?"

"Going? Of course I'm going! You couldn't keep me away. Why, nearly every well-known speech-reader in the country will be there! And look at the program they're planning!"

"I haven't seen it."

"No; that's right; of course you haven't. It isn't entirely complete yet, but I heard enough echoes from it after the last board meeting to know that it'll be worth going much farther than Boston to hear. Why, there's absolutely no phase of the work that won't be covered. They're even going to have papers from celebrities like Dr. Kerr Love, of Glasgow; and maybe an English government paper—from some labor bureau, I think."

"Well, what about our own country? You sound as though work in Europe were more important than in the United States."

"Don't you believe for one minute that any such impression as that is going to be given at that meeting! Every sort of work being done for the hard of hearing in America will be discussed—speech-reading, social work, employment problems, work for hard-of-hearing children—*everything*! Every known local organization is to be asked to send delegates and an exhibit of its various activities. Even if there weren't any program at all,

just the exhibit would be worth going to see."

"Well, to tell you the truth, one of the main things I'd want to go for would be to see that new Guild House. It must be a wonderful place, if all I hear is true."

"I believe it, all right, and you know Boston's reputation for hospitality. I simply wouldn't miss it for anything. They're going to do everything in their power to try to make every visitor have a thoroughly good time, and I know I'll have one, anyway."

"Will there be any chance to see Boston, do you suppose?"

"Oh, I think so! It isn't going to be *all* program, and there's to be at least one delightful entertainment in the evening, I hear."

"Well, I think I'll have to consider going."

"You *know* you will! Oh, by the way, Miss Peck, of the New York League, can give you any information you need about it."

"126 East 59th Street, New York City. Isn't that her address?"

"Yes, that's right. Better hurry up and make your arrangements. You're none too early now, you know."

"All right, I will. The more I think about the convention, the surer I am that I *must* be there."

## ADVENTURES IN LIP-READING

By ALICE McKENNA

TO US who have had, for any one of many reasons, the soft pedal applied to our "ear-organs," a land of new adventures is opened by the art of lip-reading.

As in *Alice in Wonderland*, a little door opens and our gaze explores a land of adventure quite unknown to the outside world. If we are blessed with the saving sense of humor, then we may step out bravely to meet with adventures strange, situations unique, and incidents amusing.

You may be thinking the amusement

afforded will be to some one other than ourselves, but not so, friend, not so. The amusement I refer to is all ours, if we have the wit to look and comprehend.

Our unhampered brethren, they of the sound ears—God bless 'em—afford us quite as much amusement as we afford them. I have had two or more self-satisfied individuals discuss me quite candidly, as satisfied of their safety as if I had been a chair or table, and I have known quite well what they were saying, but in the interest of peace and good will

he introduced me, speaking very slowly, very distinctly, and using the lips more than one usually does. They watched him intently. The older ones, those who had been at the school the longest, recognized and repeated the words after him. Their voices had but little timbre, were somewhat hoarse, but not unpleasant.

There was one particularly charming child, a girl of perhaps twelve, in the group. She had lovely auburn hair and sparkling brown eyes. She attracted me so strongly that I resolved to speak to her. I spoke very slowly and distinctly, saying the first words that came into my head.

"I—love—you."

Quite correctly she repeated, "I—love—you."

Then I tried, "The children—of—America—love—you."

But this was a little too difficult. So the Director took her hand and placed it on my throat. Again and again I repeated the phrase until she succeeded in getting it.

Then, through the interpreter, I explained the "Health Game" and exhibited the gifts of tooth-powder and tooth-brushes which we had brought. It was touching to see the children's interest. In fact, the excitement grew actually vocal, until their Director imposed quiet upon them.

However, I realized that this interest was largely due to the very useful gifts that we displayed. Can you imagine children getting very much excited over gifts of tooth-brushes and tooth-powder? Perhaps you could if you had never had a present before in all your life!

When the gifts had been distributed, one boy proudly drew an old tooth-brush from his pocket and exhibited it in triumph. His acquaintance with tooth-brushes, he wanted us to know, was one of long standing. However, we assured him, as delicately as we could, that pockets were not considered the best place in which to carry them. This amazed him to the point of actual disbelief, until a comparison of his old one with his new showed the badly damaged state of the former's bristles. Whereupon he agreed with us and immediately expressed the

determination to take better care of his new one.

Upon leaving the school I passed a room which was evidently the children's dormitory—rows and rows of beds, all clean and in order. But my heart sank, for the windows opened only on the corridor. Where was the fresh air to come from? Rule No. 3 of the Health Game, "*Sleep with the windows wide open.*"

"Where, indeed, are many of the necessities for a proper playing of the Health Game to come from in this school?" I thought to myself, as I left the building; for the school is a poor one, supported by slender subscriptions—from parents who can afford to give something, from the Ministry of Education, from private individuals. The rooms are inadequate, small, crowded. There is no playground, no place for exercise. And then these bed-rooms—impossible of ventilation!

With a heavy heart I thought of these things. Then before me, as in reproach, I saw the eager, bright faces of these deaf children I had just left. I remembered the look in their eyes when the name of Helen Keller was mentioned; for all of them know of this wonderful woman and her inspiring history, even in this far-away deaf school of Czechoslovakia. With her as their leader, how far can they go! I thought of their teachers—earnest, self-sacrificing—and their splendid work. Who was I to complain, to doubt the progress of which these children are capable? Miracles have happened and can happen again. The Health Game for deaf children, handicapped as these of the Prague school, is surely possible, thrillingly possible, even here.

#### DEAF CHILD PIANIST

Little Violet Nelson, a pupil in the Duluth School for the Deaf, has attracted the attention of the newspapers of that city by her unusual progress as a student of piano music. According to her teacher, her talent is remarkable, and her progress in the nine months during which she had lessons has eclipsed that of pupils with normal hearing who have been studying a much longer time. The child is playing Schumann and Beethoven with appreciation and expression and is much in demand for amateur concert work. She is eleven years old and is said to be totally deaf.

## THE TORTURES OF LIP-READERS

By JOHN A. FERRALL

Cartoon by Saul N. Kessler

A TESTY old sea captain had been cornered at a reception by some ladies who were plying him with questions, much to his annoyance. They insisted that he tell them some of his experiences.

"Well," he said, finally, "once when I was shipwrecked off the coast of South America I came across a tribe of wild women who had no tongues."

"Had no tongues!" echoed one of his fair listeners. "Gracious! But, Captain, if they had no tongues, how could they talk?"

"Madam," snapped the old salt, "they couldn't talk. That's what made 'em wild."

Which story I am retelling merely by way of prelude to the listing of what my accomplice, Mr. Saul N. Kessler, terms "the tortures of lip-readers"—the things that "make 'em wild."

Something more than a year ago, in an article entitled "First Aid to Our Relatives," Miss Harriet U. Andrews called attention to a few of the trials and tribulations that beset the pathway of the lip-reader. In her weak, feminine way, she did the best she could; but it has been a matter of keen regret to me that she thought of the subject first, for it is one which demands the rough, coarse touch of the masculine hand.

However, "All is well that ends well," and Mr. Kessler, who is a well-known New York cartoonist, has offered to illustrate the "tortures," which is all the encouragement I need to begin lining them up. I have taken up much space in *THE VOLTA REVIEW* in telling deaf folks what they should do, and this has been something of a pleasure (as the giving of advice always is), but it will be lots more fun to tell the hearing folks just what *they* should do and, incidentally, what *they do* do!

To begin gently, with dim lights and soft music, there is the lip-reader's torture in the shape of the genial soul who chews his cigar as he talks. I suppose the men among the hard of hearing encounter this specimen more often than do

the ladies. For the ladies' sakes, let us hope so. I frequently meet him at the bowling-alleys, and we get along splendidly since I have learned that he really doesn't care whether I understand him or not. If it was necessary to understand him, then it would be torture; but, as it is, his characteristics do not disturb me particularly. Besides, when his game is not particularly good he has a habit of addressing apparently uncomplimentary remarks to the inoffensive ten-pins, remarks which I am sure it is better that I should not hear—or see. Here, then, is one of the advantages of deafness. As nearly as I can judge, the advantage holds good on the golf links also. Only the other day I was reading of a gentleman who remonstrated with a nurse for allowing her small charge to run around on the golf links.

"You shouldn't allow that little child to run around on the links," he said. "It's dangerous."

"Oh, it's all right, sir," said the nurse, calmly. "The poor little thing is stone deaf!"

A torturer of the old school is the modest man who covers his nude lips with a choice crop of facial foliage, technically called "whiskers"; but he has my sympathy, too, and something of my admiration. My memory runs back to the youthful days when I had a desire to produce a similar landscape effect on my own visage. It is some job, take my word for it. The man who succeeds must have patience and courage. He must be able to bear up cheerfully under the intimation that his face needs washing, that he has a stone-bruise on his upper lip, etc. He must smile patiently when he is referred to as a human tooth-brush, or is accused of trying to produce a third eyebrow. So, whenever I feel a trifle bitter at the handicap he places upon my lip-reading ability by his concealment of his lips, I try to remember that he, too, has suffered.

A very interesting experiment suggested to me in my youthful days was



that I should rub salt on my upper lip and then bend over a saucer of water. The theory was that the young hairs under the skin, being made thirsty by the salt rub, would push their way out toward the saucer of water in order to quench this thirst. Then all one need do was to tie knots in them, so that they could not get back under the skin again.

But I never could get this plan to work satisfactorily, and so to this day my face is wholly exposed to the world.

What lip-reader doesn't know the facial contortionist who grimaces in order to help (?) you! I must confess, however, that I appear to have better success in understanding such exaggerated movements than I do in reading the speech of

normal humans. Of course, there is always the fear that by mastering the peculiarities of the contortionist I am forever shutting myself out from the possibility of understanding normal speech. Under the circumstances, I sometimes feel justified in explaining to the speaker that it is better to speak to me in a normal manner, even if I do have a trifle more difficulty in understanding, in order that I may the sooner learn to see normal speech, which is the sort of speech I must learn to understand to make my lip-reading ability of practical utility.

Rather curiously, I have found that this habit of exaggerating lip movements can often be corrected by asking the speaker to talk soundlessly. I find that most people are firmly convinced that they can make you hear, no matter how deaf you are, if only they can speak loudly enough; and to speak as loud as they do, naturally leads to an exaggeration of their lip movements. In speaking soundlessly they appear to be held more closely to normal lip movements. It may be imagination, but at any rate it seems to work in some cases. This suggestion should be ignored by lip-readers who have even the slightest remnant of hearing. No matter how little hearing there is, it helps, and it must not be rendered useless by soundless speaking. Of course, soundless speaking is good practise occasionally, since it shows conclusively just how much lip-reading skill you have.

The ventriloquist who speaks without moving his lips is a constant source of astonishment to me; and it seems such a pity to waste this talent on the deaf when ventriloquists are well paid in vaudeville. I suppose the ventriloquist must be listed among the "tortures" of the lip-reader, though for my part he can scarcely be called this, since I seldom realize that he is speaking at all. Sometimes, when there is a slight twitching of the mouth, I am led to inquire as to whether I am being spoken to or whether the supposed speaker is merely chewing gum. The ventriloquist is apparently incurable. At least I've never known one to reform, and I worked right at the next desk to one for nine years without ever succeeding in training him to speak to me prop-

erly. As a matter of fact, I am something of a ventriloquist myself, in an amateur way, so that I can appreciate how difficult it is to effect a reformation.

The thoughtful friend who turns his back to you while speaking is, perhaps, merely trying to make you feel at ease. He wishes you to understand that he at least does not intend to emphasize your affliction. He proposes to make you feel at ease, even if it kills him—and you.

Of course, there will always be differences of opinion as to the value of lip-reading, but it would appear safe to hazard one general statement—that lip-reading skill will never be of value to any one where the speaker insists upon turning his face away from his "listener." The most important of all lessons for our hearing friends, then, is that the *lip-reader must see the speaker's face clearly*. Other things may help, but this one thing is vital. It takes a few years for this idea to root itself firmly in the minds of our hearing friends, but it is a plant well worth rooting and one whose permanent rooting is a necessity. We may struggle along as best we may with the other "tortures," but an absolute ultimatum to our hearing friends must be: "*I must see your lips if I am expected to read them.*"

The chronic speeder, who talks at the rate of "60 miles an hour," has one redeeming trait: He is pretty apt to say a lot about his subject before he finishes. This fact makes him more or less endurable to me, for my greatest difficulty lies in the fact that the majority of my friends simply cannot get over the notion that to make lip-reading easy for me it is necessary that they use the shortest and simplest words and as few of them as possible. Such things as subjects and predicates are apparently considered unessential. Many of them resort to the primitive "how come?" form used by the Indians of popular literature.

I suppose it does seem reasonable to assume that the less there is to see, the easier it will be to see it. But it doesn't work that way with me at all. The longer the words and the more rambling the sentences, the more likely I am to get hold of the speaker's meaning. For me the keynote to successful speech-reading





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normal humans. Of course, there is always the fear that by mastering the peculiarities of the contortionist I am forever shutting myself out from the possibility of understanding normal speech. Under the circumstances, I sometimes feel justified in explaining to the speaker that it is better to speak to me in a normal manner, even if I do have a trifle more difficulty in understanding, in order that I may the sooner learn to see normal speech, which is the sort of speech I must learn to understand to make my lip-reading ability of practical utility.

Rather curiously, I have found that this habit of exaggerating lip movements can often be corrected by asking the speaker to talk soundlessly. I find that most people are firmly convinced that they can make you hear, no matter how deaf you are, if only they can speak loudly enough; and to speak as loud as they do, naturally leads to an exaggeration of their lip movements. In speaking soundlessly they appear to be held more closely to normal lip movements. It may be imagination, but at any rate it seems to work in some cases. This suggestion should be ignored by lip-readers who have even the slightest remnant of hearing. No matter how little hearing there is, it helps, and it must not be rendered useless by soundless speaking. Of course, soundless speaking is good practice occasionally, since it shows conclusively just how much lip-reading skill you have.

The ventriloquist who speaks without moving his lips is a constant source of astonishment to me; and it seems such a pity to waste this talent on the deaf when ventriloquists are well paid in vaudeville. I suppose the ventriloquist must be listed among the "tortures" of the lip-reader, though for my part he can scarcely be called this, since I seldom realize that he is speaking at all. Sometimes, when there is a slight twitching of the mouth, I am led to inquire as to whether I am being spoken to or whether the supposed speaker is merely chewing gum. The ventriloquist is apparently incurable. At least I've never known one to reform, and I worked right at the next desk to one for nine years without ever succeeding in training him to speak to me prop-

erly. As a matter of fact, I am something of a ventriloquist myself, in an amateur way, so that I can appreciate how difficult it is to effect a reformation.

The thoughtful friend who turns his back to you while speaking is, perhaps, merely trying to make you feel at ease. He wishes you to understand that he at least does not intend to emphasize your affliction. He proposes to make you feel at ease, even if it kills him—and you.

Of course, there will always be differences of opinion as to the value of lip-reading, but it would appear safe to hazard one general statement—that lip-reading skill will never be of value to any one where the speaker insists upon turning his face away from his "listener." The most important of all lessons for our hearing friends, then, is that the *lip-reader must see the speaker's face clearly*. Other things may help, but this one thing is vital. It takes a few years for this idea to root itself firmly in the minds of our hearing friends, but it is a plant well worth rooting and one whose permanent rooting is a necessity. We may struggle along as best we may with the other "tortures," but an absolute ultimatum to our hearing friends must be: "*I must see your lips if I am expected to read them.*"

The chronic speeder, who talks at the rate of "60 miles an hour," has one redeeming trait: He is pretty apt to say a lot about his subject before he finishes. This fact makes him more or less endurable to me, for my greatest difficulty lies in the fact that the majority of my friends simply cannot get over the notion that to make lip-reading easy for me it is necessary that they use the shortest and simplest words and as few of them as possible. Such things as subjects and predicates are apparently considered unessential. Many of them resort to the primitive "how come?" form used by the Indians of popular literature.

I suppose it does seem reasonable to assume that the less there is to see, the easier it will be to see it. But it doesn't work that way with me at all. The longer the words and the more rambling the sentences, the more likely I am to get hold of the speaker's meaning. For me the keynote to successful speech-reading

is Miss Andrews' slogan: "Say a *lot* about it."

A curious thing about the "masked marvels," who expect us to read their lips in the dark, is that many of them are deaf themselves. With the exception of teachers of lip-reading, I have known scarcely a hard-of-hearing person who has not at one time or another absolutely ignored the fact that lips to be read must be seen. Time and again on the way home from evening practise classes I have had deaf folks keep up a running conversation with me, regardless of the presence or absence of adequate street lights. Of course, the situation eventually dawns upon them!

Some speakers are not particularly interested in having you comment or reply. Sometimes, judging from my own feelings in the matter, I wonder whether the burden of deafness lies actually in our inability to *hear* others, or whether it is in the fact that by shutting us off from social intercourse it gives us less opportunity for discoursing. Do we actually long to *hear* others, or is it that we long for the opportunity to *talk* to others? Is deafness an affliction because it interferes with our *hearing*, or because it interferes with our *talking*? I offer this freely as a subject for debate in "The Friendly Corner."

The telephone is, no doubt, one of the real tortures of the hard of hearing. I am not able to speak from experience on this point. During the days that I could hear I used the telephone very infrequently; and, of course, never having used it extensively, I now regard my inability to use it as one of the real handicaps of deafness. Such is human nature. But, since folks with normal hearing have so much difficulty with the telephone, it is, perhaps, safe to assume that it is something of a trial to the deaf.

The phonograph, too, should, perhaps, have its place in the list, though I imagine that there might be a protest from the hearing at any attempt to list it as one of the exclusive tortures of the deaf. A man was seen taking a phonograph into his house.

"Hello," called a friend. "So you've bought yourself a music-box?"

"No," replied the other. "I've just borrowed this from my neighbor."

"Giving a little party tonight, eh?" said the friend.

"No, it isn't that, either," said the man. "But I've just made up my mind to have one quiet evening at home this year."

A humorist, commenting on Mr. Edison's statement that a man needs but four hours sleep out of the twenty-four, recently said that it must have been this theory which caused Mr. Edison to invent the phonograph. You remember the old verse:

"Eve in-ven-ted lin-ge-rie,  
Ar-chi-me-des the screw;  
New-ton sprung the cal-cu-lus,  
Some Ir-ish-man the stew.  
Cook in-ven-ted po-lar trips,  
With-out a sin-gle qualm;  
And Ed-i-son the phon-o-graph,  
Not mean-ing any harm."

However, the phonograph speaks for itself.

I feel less qualms than usual about perpetrating this article, since I believe Mr. Kessler's illustrations will be truly valuable in impressing upon the hearing folks the necessity for adapting themselves to our changed conditions. The cartoon is a powerful factor in the presentation of ideas, and a few effective drawings emphasize a point so much more strongly than written argument. You have already seen in the April VOLTA REVIEW how cleverly Mr. Kessler handles his subjects, and I am almost inclined to suggest that his present page of "tortures" be clipped and mounted as a constant reminder to your friends and family (please note the nice distinction) of what is *not* expected of them.

Of course, I suppose the majority of the hearing folks will always resent the idea that they should conform their habits to our new conditions. Perhaps they feel toward us much as the *Houston Post* says Mrs. Casey felt toward the rats in her house.

"I'm bothered fierce with rats," she told her next-door neighbor.

"Did yez buy any of thim rat biscuits for thim?" asked the neighbor.

"Now, Mrs. Kelly," replied the indignant Mrs. Casey, "what kind av a house do yez think I'm runnin'? Sure, if the bastes can't eat what the rest of us do, they kin go hungry."



—Dorothy Raymond

"The language of friendship is not words, but meanings. It is an intelligence above language."

**D**EAR FRIENDS: I wonder if many of you have attended an old-fashioned camp-meeting in which every one takes an active part.

I can see back into the years: A group of earnest people are gathered into a long, bare room. Darkness is coming on, and from my corner I can scarcely discern the white outline of the face of the man who is praying so fervently. It is shining, as though his spirit were a flame which had lighted it from within. He is talking of the love of God for his children. He believes that a Father is listening to his plea. When he is seated, we all sing a song with a rousing tune—

"Never be sad or desponding;  
Always have faith to believe:  
Grace for thy duties before thee  
Ask of the Lord and receive.  
Ne-ver give up!  
Ne-ver give up!  
Never give up to thy sorrows;  
Jesus will bid them depart."

(You may remember the rest of it better than I.)

After the hymn, one after another the people stand and speak of the grace of God and give testimony of help received for daily tasks. They are simple-hearted, these people, and they speak in a straightforward, eager way. One forgets the complicated creeds of a later time, when a man knows not what he may believe.

And so today I want you to imagine that we are all attending an old-fashioned testimony meeting, singing songs of confidence and faith and giving testimony to the light—called lip-reading—that has

been sent into the darkness of deafness. We will imagine that one of the doubters has just remarked (as he has written me):

"I am still from Missouri, as 'most every day, through my work, I meet people and letters for and against the science."

A young man (whose home is in Missouri) jumps to his feet and exclaims in protest (as he truly wrote me):

"I am an ex-soldier, and since having meningitis, more than two years ago, am totally deaf. I attended a government school for the deaf soldiers for three months, and later attended a private school for only two months, and though I'm not a good lip-reader I can talk with members of the family and some of my friends quite readily and often can understand strangers some, though not so readily as the people I meet every day. As for a person being able to hear some in order to be a lip-reader, I believe that is a wrong idea. I think the ones that are totally deaf should be the ones to take the greater interest in it, as the ear-phones and similar devices are useless to them; also because they use it all the time, instead of just a part of the time, as is the case when one can hear, thus making it easier and quicker to learn. Of course, it is not as satisfactory as hearing (one wouldn't expect it to be), but it is much better than not being able to talk with anyone at all, and while much harder for some than others, for the average person it is well worth the time and expense of taking a course."

We cannot help but applaud this young soldier for speaking out his convictions before us all.

A young lady who has just recently graduated from college stands up and speaks eagerly:

"I would be a thankless child, indeed, should I not spring to the defense of lip-reading and

tell just what there is in it for deaf people in general and myself in particular. My physician recently reported me almost totally deaf. I am practically dependent upon lip-reading for all social and business intercourse, and I never feel that my friends hate to see me coming, either. They do not raise their voices to me, for they know it is useless, as I hear no voice but my own. Never have I spent time nor money to better advantage than on my speech-reading. It is impossible for me to place any value upon it or to contemplate life without it. Recently I paid a visit to an old friend whom I had not seen for years. For hours we talked in the most intimate, confidential way, and then she made the comment, 'I'm so glad you read the lips, for I simply could not talk this way over one of those phones.' Speech-reading is of no avail for music, lectures or when confronted with a stranger with a 'hard mouth'; but how much more important to us are the intimacies of those near and dear. The surest way for a deaf person to cheat his friends and family is to refuse to study speech-reading. My advice is, 'Take the fastest express to the best school without a minute's delay,' for without speech-reading you don't know the joys of being deaf. You know only its sorrows. It is the greatest boon in the world for the hard of hearing in any degree. It is never too early to start the study. One who is only slightly deaf will find that it practically eliminates his handicap, and by the time he is really dependent upon it (as most deafness is progressive, that time usually comes) he will find himself an expert."

When she is seated an older gentleman rises and says quietly:

"I personally know there is much good to be derived from a conscientious effort to learn lip-reading. I have never attended a lip-reading school, but have taken some private lessons, and then I did not give the time nor attention it deserved. I am not a good lip-reader, but am sure I could be with the necessary practise. However, I advanced far enough so that I could talk on most any subject with my two teachers, and more than half of my conversation with my wife is carried on by that means. Now, if I can talk to them and the members of my household, does any one think it would not be of great value to me, even though I never saw anything from any other person's lips? I drive an auto and have frequently asked a farmer, who was plowing a field by the roadside, the road to a certain place and was able to get his direction from his lips when a hearing person failed to understand, on account of the distance and noise of the car. I am sure from my experience that any one who will take up lip-reading and give it the time and attention it deserves, and learn to concentrate his mind on the work, and not let his thoughts run away to some fairyland, which is so often the case with a deaf person, because he hears no sounds to bring him out of his reverie, will be handsomely rewarded for the effort, and would not think

of exchanging the benefit received for what it cost him."

When the gentleman is seated, a young lady jumps up with a roguish twinkle in her eyes and recites the following lines, which she says she has composed herself:

"There was a young girl most endearing,  
Who was also somewhat hard of hearing,  
When some one would shout,  
She'd say, with a pout,  
'Use your lips! it's so much more cheering.'"

We all laugh and praise her for her cleverness, and then we sing a friendly song or two. The last speaker of the evening I shall long remember, for she speaks with such cheery optimism and gives us all good courage:

"At the age of 26 my hearing was normal and I was a happy wife and mother. Very gradually, from year to year, deafness crept upon me. My husband would not acknowledge it or believe it. Specialists and all kinds of aids for the deaf, electric and otherwise, were tried. I still had some hearing when I began lip-reading—enough hearing to catch an occasional word in very loud conversation. Now the loudest bell or whistle near at hand cannot be heard. Music is only a memory for me. Memory (for I have spent seven of the best years of my life in the study of music) and imagination and lip-reading cause me often to thrill with the sweet, clear notes of mysterious music. How glad I am that a deaf soul does not necessarily accompany deaf ears! Though totally deaf, I find, through lip-reading, wide fields of usefulness and opportunity of living a full, rich life of joy and service. The point has been reached where I always receive a sort of shock when deafness is referred to as a 'very great affliction.' A handicap—yes—to be met and battled with and risen above. So, come on up! There's room up here for all the totally deafened as well as for the more fortunate ones, whose hearing is only slightly impaired."

And now, dear friends, I will just give you my favorite quotation, which has led me past many windy corners, that it may also serve you, and also, in parting, my tenderest blessing:

"There is no defeat in life save from within;  
Unless you're beaten there, you're bound to win!"

THE FRIENDLY LADY,  
35th Street and Volta Place,  
Washington, D. C.

(A stamped self-addressed envelope will insure a personal reply to your letter.)

## IS THERE?

By MARY E. STEFFEY

IN THE February VOLTA REVIEW I am astounded to read, "Is there anything in lip-reading for the truly deaf?" I have always been quite celebrated in my own small world, but never expected to be interesting to a line of clever people.

First, I am truly deaf. Nothing short of a peal of loudest thunder can gain response from my thickened ear-drums. I have never considered myself an expert lip-reader. I am now studying to be one, but it is the first real study in the art I have ever done.

My troubles came in the wake of the stork and left me with a five-months'-old baby and no hearing. I lost one ear somewhere in my youth, and when I was about seventeen the other became fractious and went out at night and sometimes failed to return in the morning. Then all at once it would find its way home, and a clock fifteen or twenty feet away would hop right out of the clatter and roar, and begin to tick—oh, so gloriously loud!

When the stork flapped wing over our house, this one useful ear became more fitful than ever before, and one night it left me for good and all and never came back. We couldn't believe it. We waited several days expectantly, but inside of three months I was totally deaf, as far as the human voice was concerned.

Finally everybody found out that I couldn't hear; everybody found out I was never going to hear again—everybody but the stork. That bird never found it out at all. It came to our house four times in six years three months and thirty minutes.

About three months after I decided that my hearing was gone I found an advertisement in which lip-reading was offered by correspondence. The lessons came to me from James B. Mears, Boston. (May the Lord ever be good to him, and if he sees this I hope he will write to me.)

We practised a little every day in a half-hearted manner, covering about one-third of the lessons. I suppose I was apt, for in spite of lack of effort I was able to understand and see the first lisping words of the first baby. I see him now repeating, "Man 't the door, Man 't the door." We would go to the door together, and

that two-year-old would interpret for me. I couldn't read strangers yet, but I could read him.

I never heard his voice in speech. I never heard any of the children's voices, yet I surely am the queen bee among them. I settle their disputes, meet their friends, and receive their confidences. One of them is out of my sight, but he calls to his brother in my room, "Ask mama is *thought* a verb or a noun." And another, "What shall I let *x* equal?" I think this all proves that I have lost very little. We never use a pencil except for proper nouns, and sometimes not then.

I often make a trip with my husband, who is a commercial traveler, and get out of the car and go in and meet his friends just as any wife would. He loves to introduce me to people and after a while astonish them by revealing my deafness.

Of course, I make mistakes; but people in possession of all their faculties do that. Only the other day some one said to me, "Take care of the pence and the pounds will take care of themselves," and I thought she said safety-pins were bound to take care of themselves.

Yesterday my husband said to me, "Did you see that big mill just north of the dam?" I thought he had a meat bill that wasn't worth a —. (He has a good many bills that are not worth much more these days.) Finally, he had to say "saw-mill," which eliminated the swearing.

We have a high sign. It is two fingers laid on the chest. It means, "Be careful; I'm whispering." A caller never knows communication is going on until I nod or shake my head.

My real handicaps are music and the telephone; otherwise I'm hardly handicapped at all. Why, often my own mother forgets that I can't hear and calls to me! I'm even distinguished. If we had a "Who's Who" in our town, I'd surely be one of the "Who's."

Certainly, lip-reading won't take the place of a pair of good ears, but it beats lame ones all to pieces and is, beyond a doubt, the next best thing to good ones. I am glad to be able to testify that there surely has been something in lip-reading for this "truly deaf."

## ANOTHER INAUGURATION IN WASHINGTON

By BETTY CAMPBELL WRIGHT

**T**HE INAUGURATION of the Speech-Reading Club of Washington was not its actual beginning. The first steps toward an organization for the hard of hearing in Washington were taken at a Valentine Party given at the Volta Bureau by Misses Mary D. Suter, of the Washington School of Lip-Reading; Louise Wimsatt, of the District of Columbia School of Lip-Reading; Jennie Hedrick, of the Georgetown Speech Clinic, and Josephine B. Timberlake, of THE VOLTA REVIEW. Twenty-one guests present declared themselves heartily in sympathy with the idea of forming an organization that should do for Washington such work as had been accomplished in other cities.

Several meetings were subsequently held, a name was selected by vote, a constitution and by-laws were adopted, and officers duly elected. As a tribute to his interest in the cause of the deafened and his splendid work in their behalf, Mr. Fred De Land, Superintendent of the Volta Bureau, was by acclamation elected Honorary President of the Club. Other officers are as follows: Mrs. W. W. Hubert, President; Mrs. Edgar B. Scott, First Vice-President; Miss Mildred A. Harris, Second Vice-President; Miss



MISS MILDRED KENNEDY,  
PRESIDENT, SPEECH-READERS GUILD OF BOSTON

Betty C. Wright, Secretary; Mr. George M. Clagett, Treasurer.

Plans were discussed for a large meeting to advertise the Club and its aims, and to acquaint the people of Washington with the work accomplished by similar organizations in other cities. Accordingly, invitations were extended to prominent members of organizations in New York, Boston, and Philadelphia, and committees formed to advertise and arrange for the entertainment.

A more successful meeting could scarcely have been imagined. The auditorium of the Volta Bureau was filled to overflowing, and the interest displayed was most gratifying, both to the speakers and the members of the Club.

Mrs. W. W. Hubert, President of the Club, spoke a few words of welcome and appreciation to the audience, after which Miss Timberlake introduced the speakers of the evening as follows: Miss Annetta W. Peck, Executive Secretary, New York League for the Hard of Hearing; Miss Mildred Kennedy, President, Speech-Readers Guild of Boston; Dr. Charles W. Richardson, Lieutenant-Colonel U. S. Army, in charge of reconstruction work for deafened soldiers; Mrs. Nathan Todd Porter, Treasurer, American Association for the Hard of



—Ruth Colby Studio  
MISS ANNETTA W. PECK,  
EXECUTIVE SECRETARY, NEW YORK LEAGUE FOR  
THE HARD OF HEARING



—Harris &amp; Ewing

COL. CHARLES W. RICHARDSON,  
OFFICER IN CHARGE OF RECONSTRUCTION WORK FOR  
DEAFENED SERVICE MEN

Hearing; Miss Cora Elsie Kinzie, Director, Speech-Reading Club of Philadelphia.

We regret that THE VOLTA REVIEW finds it impossible to give space for the publication of the speeches *in toto*. All were of the keenest interest and would doubtless be helpful to organizations and would-be organizers throughout the country. A noticeable feature in each instance was the earnestness and enthusiasm of the speaker. No audience could have failed to be inspired to interest and activity in behalf of those handicapped by loss of hearing.

Miss Peck gave a detailed account of the work accomplished by the New York League. Not the least of its numerous activities is the Employment Department, which has been especially successful in placing applicants. New departments have been organized to meet the growing demands of the League, and the organization is plan-



MISS CORA ELSIE KINZIE

DIRECTOR, SPEECH-READING CLUB OF PHILADELPHIA

ning to build a community house which, with its annexes for living requirements, will probably house every desired project.

Among the enterprises started during the year are (1) a brass band, organized with the double purpose of possibly benefiting hearing through strong sound vibrations and of satisfying a genuine hunger for making music; (2) lectures in an auditorium equipped with hearing devices; (3) a lip-reading tournament for the Metropolitan Championship, on April 29. Public and private schools of lip-reading for adults, in the vicinity, have entered teams to compete for a prize.

The last-named enterprise is of especial interest because of its originality. So far as is known, it is a distinctly new feature.

Miss Kennedy's message to the Club embodied the spirit of the Speech-Readers Guild of Boston. The success of that organization has been due largely to the personal attitude of its leaders and members.

The points especially emphasized were the wonderful



MRS. N. TODD PORTER, JR.,

THE FRIEND OF ALL THE HARD OF HEARING



advantages that can be derived from the co-operation of different schools of lip-reading and the necessity of giving the hard of hearing "a medium of self-expression."

"The greater the number of good schools, the greater the number of good methods represented in any community," she said, "the greater opportunities there are to pursue the study of speech-reading with constant and varied practise."

"The Guild stands, and has stood from the very first, for co-operation, and strives to develop co-operation along all lines."

"Those who started the Guild wanted a spirit of just co-operation, that every school and every method might be represented; that every inquirer into the subject of speech-reading might be led through the Guild to the door of each one of the several schools, and so come to know the opportunities that were at hand to pursue the subject."

In speaking of the attitude of members toward their organization, Miss Kennedy said: "Let the deaf as far as possible be the leaders; let them feel it is *their* Club and that *they* make it. Only those who are deaf—who have been deaf long enough to experience the narrowing, deadening, numbing effect of constantly increasing deafness—can appreciate the need in their lives of this very thing, a medium of self-expression."

Dr. Richardson told of the wonderful results that had been accomplished at Cape May, New Jersey, in the teaching of lip-reading to deafened soldiers, and of the transformation effected in the character of the men by their being given once more a means of communication with the world about them. He emphasized the fact that one of the objects of the Washington Club should be to

demonstrate to the public that a deafened man is a *normal man*, a perfectly rational, capable human being, not in any way to be pitied and shunned.

He gave also an interesting account of his recent visit to the Chicago League for the Hard of Hearing, and told of their interest in hearing of the proposed organization in Washington.

Mrs. Nathan Todd Porter, Jr., was introduced by Miss Timberlake as "the friend of the hard of hearing all over the United States." The introduction brought a round of applause. Mrs. Porter talked

just five minutes, much to the regret of her audience; but in her condensed message she made them feel her real personal interest in the aims and purposes of the Club. She spoke of the Volta Bureau as being the parent of all movements spreading the knowledge of speech-reading.

She declared that she had seen the art of speech-reading transform many a life, once desperately depressed, into one of beautiful service and acceptance.

In speaking of her own deafness, Mrs. Porter said: "I am so busy that I do not have time to think about being deaf."

The Club is especially indebted to Miss Cora Elsie Kinzie, Director of the Speech-Reading Club of Philadelphia, for the sacrifice she made in coming on the 17th. Miss Kinzie delivered a lecture in Philadelphia in the afternoon, then left immediately for Washington, and reached the Volta Bureau just in time for the meeting. After her inspiring talk, she left for Philadelphia on the midnight train.

Miss Kinzie spoke of the great advantage of the Washington Club in having such help at hand as the Volta Bureau, the headquarters for information on

### BE A BEE

"Pack up your troubles in your old kit-bag, and smile, smile, smile"—and be like a bee.

Of course, those last five words are not in the song, but we who are deaf may put them there. You don't know why? Because if something foreign gets into the bee-hive, for instance a mouse, too large to be carried off, and which if left would spoil the whole beautiful hive, this is what the bees do: They build a strong air-tight case of wax about it and do not talk about it (unless to brag about it).

There you have it! Take up speech-reading, talk about it, but forget your deafness—or, like the mouse left in the bee-hive, it may spoil your whole life.

Remember you can take your deafness for growth or warping. Don't toss up a penny to decide it for you. Be a bee!

—MRS. N. TODD PORTER, JR.

work for the deaf. She laid stress on the fact that there was a splendid opportunity for usefulness here, in the capital city of the nation.

Miss Kinzie is justly proud of the record of the Philadelphia Club. This record is the natural outgrowth of the indomitable purpose of its leaders and the team-work, or *esprit de corps*, of its members. At present the Club is in the midst of a \$50,000 campaign to buy its club-house.

One of the main points brought out in Miss Kinzie's talk was the necessity of careful organization. The value of this has been clearly demonstrated in the

steady progress of the Philadelphia Club.

The audience could not fail to be impressed with Miss Kinzie's enthusiasm. Her heart and soul are evidently in the work for the deaf and the hard of hearing.

The Washington Club greatly appreciates the friendliness and co-operation which gave such an impetus to its progress. It confesses to a sensation of chill in its pedal extremities lest it should fail to live up to its splendid start, but if interest and effort can enable it to accomplish such results as have been attained elsewhere, perhaps it may yet become a noteworthy member of the clan.

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## THE BIRTHDAY OF HORACE MANN

By FRED DE LAND

CHILDREN of all ages, of all conditions—deaf children, hard-of-hearing children, hearing children—wherever residing, should be taught to celebrate the fourth day of May in each year, because that day is the anniversary of the birth of Horace Mann, in 1796. It is believed that during the last century he did more to promote the intellectual welfare of children than any one other person.

During many years he fought for improved educational methods, for a better common-school system. Finally he was appointed secretary of a newly created State Board of Education. The funds appropriated for the use of the board were so small in amount and his salary was so inadequate that he could not afford to pay an assistant, and thus had to take care of the clerical work of his office as well as write out his long reports. He remained as secretary of that board during the years 1837-1848, and it was the practical character of his annual reports that gave the board a world-wide reputation for constructive work.

His annual reports and the other writings of Horace Mann clearly reflect the educational conditions prevailing during the '30's and '40's, while his suggestions and recommendations to local boards of education were so interesting, timely, and serviceable that copies were eagerly

sought by progressive educators everywhere. In one of the earlier reports he included a tabulated statement showing the amount appropriated each year in the respective towns, cities, etc., to provide for the education of children. The amount per child ranged from \$1.24 per year to \$7.64. Then he skillfully presented the advantages in larger opportunities. Soon many towns were taking a pride in appropriating larger sums for the education of children. As a result, there were more teachers and better teachers, better school-houses, and better equipment.

Horace Mann not only strongly advocated regular attendance during the entire school term, but he often pointed out the injustice to the child whose parents kept him at home to help in house or field. He held that no improvements in educational methods were too good for children, no matter what they cost; that the best in educational facilities was economy and beneficial to the State in the long run. He labored to have school and public libraries established in every town, and to have interesting books supplied, that were adapted to the capacity of the pupils.

In 1843, at his own expense, Horace Mann visited the schools and educational institutions in many foreign countries. In his annual report for that year he de-

tailed much that he observed. Referring to certain commendable features observed in the schools for hearing children in Scotland, he wrote:

"The mental labor performed in a given period by children under the age of twelve or fourteen years is certainly many times more than I have ever seen in any schools of our own, when composed of children as young. . . . I was told by the Queen's Inspector of Schools in Scotland that the first test of a teacher's qualification is his power to excite and to sustain the attention of his class. If a teacher cannot do this, he is pronounced, without further inquiry, incompetent to teach."

Again he wrote:

"Throughout my whole tour, no one principle has been more frequently exemplified than this, that wherever I have found the best institutions—educational, reformatory, charitable, penal, or otherwise—there I have always found the greatest desire to know how similar institutions were administered among our-

selves; and where I have found the worst, there I have found most of the spirit of self-complacency, and even an offensive disinclination to hear of better methods."

In referring to the care and instruction of the blind, Horace Mann wrote, in part: "I have seen no institution for the blind equal to that under the care of Dr. Howe at South Boston." . . . Then he adds: "In regard to the instruction given to the deaf and dumb, I am constrained to express a very different opinion. The schools for this class in Prussia, Saxony, and Holland seem to me decidedly superior to any in this country. The point of difference is fundamental. With us the deaf and dumb are taught to converse by signs made with the fingers. There, incredible as it may seem, they are taught to *speak* with the lips and tongue. . . . In the countries last named it seems almost absurd to speak of the *dumb*. There are hardly any dumb there, and the sense of hearing, when lost, is almost supplied by that of sight."

## "DON'T GIVE UP THE SHIP"

By FLORENCE L. EVANS

"HELLO, BUDDIE, how many dances yuh got?"

"How many dances? Twenty-five girls and ninety million fellows! A lot of chance we've got to *dance*!"

"I'll say so!"

Many such conversations could be heard among Uncle Sam's boys this beautiful day at sea. A transport was slowly plowing its way toward home with its precious cargo of soldiers, most of them in the last stages of convalescence, and twenty-five Red Cross nurses. The monotony of the long journey was to be relieved by a dance on the upper deck, and the ship was fairly rocking with the bustle and excitement of preparation.

The nurses were as busy as the rest, but in an entirely different manner. Most of them were sound asleep, and all were trying by rest and relaxation to prepare their muscles for the coming ordeal. A whole evening of constant dancing, each dance with four or five different men, is

enough to try the endurance of even a trained nurse.

The two "buddies" were not alone in their woe. There were groups all about the big ship violently arguing as to who was to have the last two minutes of such and such a dance with this or that girl.

Peter O'Brien, one of a jolly group, was a very popular Irishman, with a sunny, whimsical, lovable face. He had won his popularity, not only with his ready wit and camaraderie, but also with his quiet sympathy and genuine interest in his comrades.

He had been watching for some time a heavy-set, dark lad, who never seemed to be one of a group; who had, not simply a melancholy face, but a face with an ever-present expression of mental suffering. Peter finally found an opportunity to approach this quiet, aloof soldier, who was known as "Silent Bill."

"Say, Bill, aren't you going to dance tonight? You got two good legs and two

good arms, which is more than most of us have."

A quick contraction of facial muscles, especially around the eyes, marked Bill's reception of this speech, and his eyes were instinctively riveted upon the speaker's lips in an agony of effort to understand. Then he quickly pulled himself up and said in an offhand manner:

"Yeah, it's been a fine day, but looks as if we might get rain tomorrow."

Peter looked blank for a moment; then the meaning of the misunderstanding dawned upon him and all he could say was "Gosh!"

For a moment all his usual ready tact forsook him and he could only sit silent. Meanwhile Bill had realized his mistake and was looking sullen and miserable, as if he wished he could end it all by throwing himself overboard; but Peter soon recovered himself, and, after searching frantically in his pockets for an old envelope and a pencil, scribbled: "I'll say, that's tough, Bill! How in h— did it happen?"

It took a great deal of scribbling on Peter's part to induce Bill to talk, but when he finally got started the words fairly tumbled over themselves. After long months of being shut up within himself, months of hospital life, when his only occupation was trying to find a solution to his great problem—the problem of how to live and make a living without normal hearing—it seemed a great relief to him to pour out his misery to one so interested and sympathetic.

After receiving his injury at the front, he had been sent to hospital after hospital, until he was finally pronounced incurable.

"They told me a long yarn about something called lip-reading," said Bill; "but, you can take it from me, there's nothing in it at all. Haven't I been straining every nerve for six months trying to tell what people say by watching their lips? And I ask you this, Buddie, what's going to happen when I get home to the best little woman in the world, and try to sell automobiles to support her and the kid, as I used to do—and a darn good living I made at it, if I do say so. Good God, I can't see any way out! If they had only made a good job of it and I had 'gone

west,' Mary would have had the insurance and could have gone back to her folks and been comfortable."

Peter had been searching in all of his pockets and had unearthed another old letter. When the tale had been finished and Bill sat with his shoulders humped and his head hanging, the picture of abject misery, Peter wrote on the back of the envelope:

"It sure is tough, Bill; but, you take it from me, you haven't counted enough on 'Mary.' If she's the kind you say she is, she ain't going to give up the ship like you're doing. Nix! I'll bet dollars to doughnuts she's got something up her sleeve this minute."

When the ship docked at Brooklyn, it seemed as if the pier could never hold the eager throng gathered to welcome their "boys." There was much laughter and not a few tears, and finally the crowds had dispersed except a few stragglers. Among these was Mary, holding tight to little Bill's hand. The set of her slender, square little shoulders seemed almost defiant. Her eager blue eyes, firm little chin, and soft motherly mouth bespoke her brave spirit and the love of life and her dear ones that had kept her strong through the hard desperate years of separation. Yes, Bill's home fires had been kept burning!

She had stood as if riveted to the same spot ever since the gang-plank had been lowered, tensely scanning the face of every uniformed man that passed. When she had almost given up hope, she saw Bill coming down the gang-plank, a look almost of desperation on his white, drawn face. Dropping the child's hand, she ran to him and, throwing herself into his arms, sobbed out all the pent-up grief and loneliness of the long years. This braced Bill as nothing else could have done, and, with the tears streaming down his own face, he held her at arm's length, to drink his fill of her sweetness and the glorious love-light in her eyes.

"Mary," said Bill, slowly and painfully, "for God's sake don't say anything. *I can't hear you!*"

Mary hastily dabbed her eyes and, looking straight at him and speaking quietly and distinctly, she said:

"No, dear, but you can *see* me."

"Why, Mary, I understood that perfectly. Have you been working some magic with your dear lips, that I can understand you by watching them?"

"No," said Mary eagerly, still speaking quietly and slowly, "but, oh, Bill! I've been simply *living* at a lip-reading school, finding out all about it. I bought the text-book and have studied carefully the chapter to 'The friends of deaf people,' which tells us how to make our lips less difficult to read, and, you see, you *can* understand most of what I say. Oh, I'm so happy! I've practised on little Billkins every day—my Heavens! We've forgotten our baby!"

She swung up the little three-year-old and he, fixing his big solemn eyes upon his father, said in a droll and much exaggerated imitation of his mother's quiet manner, "I love you, Daddy."

This brought a merry laugh from them both and cleared up all the showers.

So they made their way to the little home—a very modest home, to be sure, purchased by long months of hard work and saving; yet what this home had meant to Bill, no one but Mary knew. His face, when they came into the little sitting-room, told her all. After the few days of "family vacation" which Mary decreed, Bill set to work in earnest, working as expert mechanic in a garage during the day—a position that he had had very little trouble in securing, because, as Mary said, he "knew the innards of an automobile from A to Z." Mary earned a surprising amount in her odd moments with her typewriter, a relic of her bachelor-girl days.

Bill's progress in lip-reading was amazing. He took his lessons after work hours, and they spent the long happy evenings practising. One night he came home, looked around the cheery rooms, sniffed ecstatically at the supper which Mary was busily preparing, and said:

"You know, Mary, I've gotten acquainted with a couple of fine ex-service men down at the school. They haven't got a home and a dandy little wife like mine. What do you say to asking them out here some evening to practise with us?"

So the happy, jolly evenings began, and an occasional recruit was added until

they numbered six. Mary was, by common consent, "teacher" and "boss," the life of the crowd. More often than not, the practise classes ended in a fudge party or a pop-corn feast.

What a different life, this, from the one pictured in Bill's imagination during the long months of illness! All because of the helpfulness and inspiration of lip-reading and one small woman with slender, square little shoulders, eager blue eyes, a brave spirit, and love in her heart, who wouldn't "give up the ship."

#### MY BEST LESSON

"Oh! what a grand and glorious feeling." I had my most honorable discharge in my pocket, and, besides the most honorable discharge, in a leather wallet was the most honorable sixty-dollar bonus and the month's pay of thirty dollars; and, besides all these most honorable things, I had a most honorable tin ear—that is, I was deaf.

So when I stood on the station platform in Camp Dix, on that grand and glorious day, I had the grand and glorious feeling: I was free again, after two years of battles and Hades. I was going back to civilian life and live the rest of my days in peace—that is, unless I should marry.

Oh, yes! I was deaf and I hadn't learned lip-reading yet; but what of that? No one would be the wiser. I would just go out into my new life and keep "mum." If any one should ask any questions, I would smile and say, "Yes"; and if I had made a blunder, I would change it to "No." How easy! I would not talk much, and in that way I would be able to fool all the people all the time. Was there any reason why I should not be happy?

The train pulled in, and when it pulled out again I was right there on that big plush seat, with my cheek pressed against the cold window-pane. I was on my way to New York. Oh, boy! Oh, boy! I arrived; oh, yes! I arrived (when I think of it I must laugh) and made a bee-line for a barber-shop. I must get dolled up. I sat down in the chair. The barber smiled at me and said something. I did not know what it was, but I was not go-



—Saul N. Kessler

HE DOLLED ME UP FINE. HE GAVE ME EVERY-  
THING IN THE SHOP

ing to be a "piker," so I said yes, and smiled back.

He started on my head, and every so often he would look at me and smile. I would see his lips open and shut, so I would say "yes," and smile back. He dolled me up fine. He gave me everything in the shop; also four dollars change out of a ten-dollar bill I had given him. When I arrived outside I called myself a fool, and said it would never happen again; no one would make a "sucker" of me.

I suddenly remembered that I was hungry. I was so happy at leaving the army life that I had lost my appetite and had not eaten since the day before. I must find a restaurant; I must eat, but not too expensively. I must hang onto my money as long as possible; money did not go very far these days.

At last I found the place. It was a restaurant on Sixth Avenue. A sign in the window proclaimed to the city of New York that a regular meal cost just one dollar. The dinner was great and the waiter a prince. He would smile at me every so often and speak, and always I would answer yes. He gave me the best of everything in the place. Why shouldn't he? I was a soldier. How-

ever, when I paid my bill I raged at him for a blamed robber and myself for a blamed idiot. The meal had cost me three dollars and sixty cents. Well, it would not happen again!

I wanted to see a vaudeville show. I could not see any price sign around, so I handed the ticket-seller a five-dollar bill and said I wanted a seat in the orchestra. When he gave me back sixty cents change I nearly had a fit, and I made up my mind that it would never happen again.

A small room in a hotel cost me three dollars and fifty cents for one night, but I did not sleep in that expensive bed. I tramped the floor, and bright and early the next morning I started back to camp. I had had a-plenty.

I explained all to my captain. He was very sympathetic. He advised me to try again, but this time to explain to the world that I was deaf. I did, and it was surprising and gratifying to see how every one was willing—aye, anxious—to give me a helping hand.

—W. F. O'Connor.



—Saul N. Kessler

INSTEAD OF TRYING TO TEAR DOWN THE WALL OF  
DEAFNESS, WHY NOT TRY THE DOOR?

Speech-reading brings back the joy of companionship with family and friends.

## AN APPEAL TO THE MINISTERS OF LOS ANGELES

By MARIAN J. ANDERSON

**T**HERE seems to be a general feeling of helplessness on the part of the public in its attitude toward the deaf. It is this lack of understanding that isolates and embitters many lives that are capable of yielding much service.

Because it lies within your power, as ministers of the Gospel, to remedy this condition, to some extent at least, I appeal to you. You live to serve the sick and needy, but possibly you do not recognize the deaf as belonging to this class. They do; they are lonely, even when surrounded by people, supersensitive, and spiritually hungry, and, because of their loneliness and spiritual hunger, you, as a class, can minister to them.

I believe most deaf people are religious; they long for religious consolation, but cannot get it, except from reading; and one live word is worth a thousand printed ones. Paul knew human nature when he said: "How shall they hear without a preacher?" Just a look of faith teaches more than a treatise on the subject, so sensitive are the deaf to facial expression.

Now I am classing the hard of hearing and the deaf together, for in their problems they are much the same. In fact, the hard of hearing in some ways suffer more than the really deaf. Generally the hard of hearing are younger and their social desires stronger; they are not resigned, neither have they developed the philosophy of the deaf, and to their mental distress economic pressure is more often added. They find themselves unable to pursue the calling for which they are educated, and are, as a class, more sensitive and miserable than the deaf, who have, to some extent, adjusted themselves to their circumstances and limitations.

These are the ones you meet unwittingly and to whom you do not minister. They are so hungry, lonely, and discouraged, but the only help you can give many of them will be through your sermon, and you are unconscious of their presence, for they will not come up to the front seats with an ear-trumpet. They have not given up going to public meetings en-

tirely; many are able to understand much from a good speaker. You have no idea how many there are who understand practically nothing if the speaker be poor, and much if he be a good speaker.

Now, I am a lip-reading teacher and would like to present the subject of lip-reading to you and tell you how it enables one to see speech when it cannot be heard; how it relieves the nervous strain of trying to understand by means of impaired ears alone; of the eye and mind training that enables even the very deaf to accomplish wonders. Just now, however, I am not speaking from that point of view, though I fervently wish you would investigate the possibilities that lip-reading holds for those handicapped by any degree of deafness, and will be delighted to have the opportunity of explaining my work. But now I am speaking merely as one who meets many deaf people and understands their problems.

Practically all persons with impaired hearing watch the lips and face of the speaker and get something from these, and as lip-reading becomes better known, more and more people will take up the study seriously. Lip-readers and those whose hearing is not too defective will attend church; if they find a good speaker they will let other hard-of-hearing people know.

The point I wish you to consider is: How are you ministering to these soul-hungry people, and how are you giving them the joy of service by enabling them to make use of their lives? Many are generously gifted. Are you getting the benefit of these gifts for the church, or are these gifts kept sealed up, only to embitter instead of enriching the possessor? It depends mostly upon whether you are a good speaker—not a good preacher, necessarily, but a good speaker.

There are a few rules about speaking to the deaf that are so simple that I really think you owe it to the hard of hearing of your congregations to master them, especially since anything you do to make your speech clear to them makes it pleasanter and more effective to the hearing. Clear, even speaking, that the hear-

ing can listen to without effort, is best also for those who must supplement the ears with the eyes. Perfectly natural gestures are all right, but beyond that, gestures are a real hindrance. Lip-readers learn to interpret natural, unconscious gestures; but forced gestures and mouthing confuse and distract the mind and eye. The voice does not particularly matter, if the articulation be clear. Clear, well-defined, and unforced articulation is important.

Indistinct speech means imperfect formation, and thus the words look as blurred as they sound. Does this seem strange? Why, the rolled *r*'s of the Westerner, the drawl of the Southerner, and the precise accents of the New Englander are seen and appreciated by the lip-reader more keenly than if they were heard.

Of course, a good light on the speaker's mouth makes him easier to understand, and ushers should be instructed to allow the deaf to choose their own seats. They learn where a speaker habitually stands and where they can have the face against the best background. Ushers are uniformly kind, but are apt to place one too close to the front for comfort. If one depends mostly on the lips, he will not want to be directly in front, for the speaker will then be above him, and the movements of the tongue are plainer if one is farther back, where the minister's mouth is more on a level with the eyes. Some speakers are read easier from the profile than full face, in which case a side pew would be preferred. So let the hard of hearing choose their own seats.

The present custom for ladies to remove their hats, giving a clear view of the minister and the posting of the hymn numbers, is keenly appreciated by all who do not hear well.

And now I would like to suggest what may seem a small thing, but it is one that makes the difference between happiness and discouragement to many every Sunday. In the Scripture reading, responsive service and anything else that is read, please hold the book so that the head will not be dropped. (Here Miss Anderson illustrated, with a Bible verse, how a slight bend of the head, as in read-

ing with the book on the desk, makes the tongue invisible.)

Many people would consider it well worth while to attend the service—they would have good, substantial food for their souls—if they understood the hymns, the reading, and the prayer. Posting the hymns and holding the book so the head will be level will go far toward making the hymns and all readings intelligible, even to the very deaf. The prayer is usually easy to understand, for there is little moving about or gesticulation, the head is up, and the speech calm. As you, of course, realize, there is no part of the service more really worshipful than the prayer, and I wish you could have seen the transfigured face of a deaf woman when she said: "I went to church yesterday and understood every word of the prayer."

The reading is important not only for itself, but because it prepares the mind for the trend of the sermon to follow; it gives an idea of the nature of the sermon, and this makes the sermon easier to understand.

A pupil of mine went to a strange church a few weeks ago and congratulated herself upon her seat, the light, and the background; she was sure she would follow the service with ease. But the preacher was tall and the pulpit low. He read from a small Bible lying on the desk—the supposition is that it was a Bible, but it might have been anything else for all the poor woman knew, only the top of the minister's head being visible as he bent over the desk. The hymns were read in the same way, and, as they were not posted and the tunes were unfamiliar, nothing was gained from them. The sermon was not read (the best delivery suffers somewhat in naturalness when read), but the mannerisms of the speaker were so distracting that the whole service was a loss. Such a service is positively harmful, for it produces discouragement and intensifies the tendency to shun the companionship of others.

Later, a splendid lip-reader asked this pupil if she ever attended that church. "Only once, and I never will again," was the answer. "Well, I have the misfortune to belong to that church," the other said.



In another church, where the minister's speech is all that could be desired, the misbehavior of the choir behind him makes the following of the service a labor requiring intense concentration, instead of being the unconscious effort it should be. The constant signaling and whispering of the choir must be annoying to the hearing, but when it means the loss of the whole service to some members, surely the duty of the minister is clear.

If any hard-of-hearing people belong to your church and seldom attend, it may be that they have the *misfortune* to belong to your church and are too discouraged to go there or anywhere else now.

If you think I speak for a small per cent, let me disabuse your minds of that idea. The desire to mingle normally with others makes many conceal their defect as much as possible—often to a foolish extent. One time a little girl on the street-car said: "Oh, mama, look at that man; he's got a wooden leg." "Hush,

my dear; he'll hear you." "Why, mama, doesn't he know it?"

Many hard-of-hearing people even allow themselves to be considered stupid, rather than acknowledge that they do not hear. I am not defending them; I merely want you to bear in mind that there are many whom you do not know about who are unhappy and need your help. It will keep them from taking a morbid attitude toward life, so characteristic of the deaf, if they obtain this aid from you in your sermons.

To sum it up, there are difficulties in our way to understand you, it is true; but, remember, if you give the hard of hearing a chance to see what you say, they will understand much, and anything that tends to make your speech clear and pleasant to the hearing members of your congregation will make it easier for those with impaired hearing to follow your thought and grasp the message you seek to convey.

## EDITORIAL COMMENT

HORACE MANN

IN THIS number of THE VOLTA REVIEW there will be found a short account of the benefits brought by Horace Mann to the field of education.

The United States Commissioner of Education strongly recommends the celebration of Horace Mann's birthday in the public schools by exercises such as will give the children an idea of what this great man did to give them better schools. Should not our deaf children, too, learn what great advantages were brought to them in particular by the efforts of this great benefactor? Perhaps many of our schools will use on May 4 modifications of the program suggested by the Bureau of Education. At any rate, it would seem wise to teach the children, by this or some other means, what the efforts of one man in behalf of the education of all children have done for our country.

"I'M HARD OF HEARING"

This is the title of an article in the April issue of the *Woman's Home Com-*

*panion*. It is unsigned, and one wonders whether the writer belongs to THE VOLTA REVIEW "family." At any rate, the rest of the "family," even to the in-laws, will find the article well worth reading.

It is a great encouragement to lip-readers to have their cause thus presented by a magazine of the character of the *Woman's Home Companion*, and it is to be hoped that similar articles will find their way into other large periodicals.

PROGRESS AT MOUNT AIRY

It is extremely probable that the growth and success of the Mount Airy School for the Deaf is due, in no small extent, to the policy of its management in keeping in touch with the best work of other schools and teachers.

In reading the *Mount Airy World*, we have recently been impressed with the evident desire of the principal to have his faculty know what is being done elsewhere. We observe, among other things, that, at the invitation of Dr. Crouter, Mr. Alvin E. Pope, of the New Jersey School, has addressed the Mount Airy faculty on

the importance of correlating the language-work of shop and class-room; Mr. Ignatius Bjorlee, of the Maryland School, has told of the excellent results of military training for deaf boys, as he has seen it in his own and other schools; and Dr. E. L. La Crosse, of the Wright Oral School, has spoken of the possibilities of careful and thorough auricular training and the large number of deaf children to whom it would be beneficial.

In addition to these occasional speakers, the Mount Airy faculty has had the benefit of a series of lectures by Dr. Frederick Martin, supervisor of speech correction in the public schools of New York City.

All this cannot fail to be very helpful to the school, either in helping it to adapt itself to new methods or in more firmly establishing itself in the old ones.

A recent undertaking of great importance to the school and to the education of the deaf was reported in detail in the March issue of the *American Annals of the Deaf*. A careful canvass was made "of all pupils who had been in school during the past ten years, and of superintendents and principals of residential and day schools in the United States, in order to secure facts and suggestions that would be helpful in improving conditions in the industrial department."

The results of the canvass are most interesting and will, without doubt, enable the authorities of schools to determine more easily and wisely what trades shall be taught.

A noteworthy part of the report is as follows:

"It is interesting to note the decided unanimity in which pupils make reply regarding the value they place upon speech in connection with their daily duties. Out of 258 replies received, 232 state their speech and lip-reading have aided them in their daily tasks; 7 report that they receive little benefit, while 19 state their speech and lip-reading have been of no practical benefit to them. These replies are most suggestive and place the value of speech and lip-reading to our pupils after school life has ended beyond all question.

"Their use of speech in addressing strangers is also very suggestive: 198 out

of 258 state they use speech in addressing strangers. This means that 75 per cent are able to converse with strangers by means of speech—a most encouraging result. In regard to the value our graduates place upon education, their replies are practically unanimous; 242 out of 252 make a very positive reply on this point.

"Among the trades suggested by the boys as worthy of introduction, linotype work, plumbing, machine-work, and agriculture are given the preference; the girls favor typewriting and more intensive training in cooking and dressmaking."

#### EDUCATING THE NATION

Two recent occurrences in the city of St. Augustine, Florida, have given the Florida School for the Deaf and the Blind opportunities to bring sharply to the attention of the country at large the needs of deaf and blind children and the gratifying results to be obtained by giving them a good education.

The first event was the visit of President-elect Harding to the school. In response to an invitation from Dr. A. H. Walker, Mr. Harding inspected the school, saw some of its work, and made a little talk to the children. This fact, heralded throughout the United States, could not but stir the interest of the public in the education of these little citizens.

The second event should prove still more productive of aroused enthusiasm in behalf of this work. It was the meeting of the National Editorial Association March 10 to 12. The convention of the Association was an unusually large one, and was attended by editors from 37 States. We quote from an account written by one of them.

"The one event of the four-day program that probably will live longest in the memories of the visiting writers was the entertainment at the State School for the Deaf and the Blind last night, planned by President A. H. Walker, of that institution, to give the visitors an insight into the methods used in educating the afflicted and developing the bright little minds which are handicapped through the absence of an important sense. There were few dry eyes at certain stages of the exercises, and before the evening was

finished the serious interest of the editors was reflected in questions asked and spontaneous outbursts of eloquence from the floor from men who pledged their future editorial efforts to the support of such institutions in the various States of the nation."

WERE YOU "STUNG"? THEN HELP  
EXPOSE THE "STINGER"

The Volta Bureau is planning an exhibit of useless appliances to aid (?) the hearing. Nearly all hard-of-hearing persons have, at one time or another, tried some device advertised in glowing terms as a "sure means of restoring normal

hearing; harmless, invisible," etc., etc. Have you, as a souvenir of gullibility or desperation, a pair of Morley "Ear-phones," Wilson "Ear-drums," Way or Leonard devices, or any other useless and harmful "remedies"?

If you have, will you please send them (and any of the accompanying literature you may have kept) to the Volta Bureau *at once*? A special attempt is to be made to impress strongly upon the public the folly of spending money on such appliances, and your co-operation will be greatly appreciated. Will you please send the "souvenirs" to the Volta Bureau, 1601 35th Street N. W., Washington, D. C., not later than May 15? Thank you.

## THE SPEECH-READER'S ALPHABET

### A Simplified System of Teaching the Art of Speech-Reading

By WILMER POMEROY

A COSMOPOLITAN speech-reader said to the writer: "Teacher A turns out good lip-readers, so does B; but C does not, neither does D." Then the eternal "Why is it so?" racked our brain. What makes a good lip-reading teacher?

We asked the principal of a school: "Which is the more important, personality of the teacher or method?" The immediate answer was, "Both." Well, now, let's see. We have heard that both C and D have strong personalities. It appears that while the personality of the teacher is a mighty factor in tuition, and the combination of this with an effective method is ideal, yet the personality without the method would largely beat the air and accomplish but little. Sure, "The method's the thing."

Then came, "What is personality, and what is method?" We have personality as a teacher by the grace of God. Personality is a heavenly gift; but it can be cultivated, and may be developed from a very inconspicuous beginning. When developed to the full, it consists in the ability of the teacher to become *en rapport* with the subject in hand, and to inspire in the pupil attention, memory, and a strong desire to learn the lesson. What a price-

less gift is this! Although "the method's the thing," yet this "personality" teacher will inspire and secure better results with a poor method than a mediocre or mechanical teacher with a good method. However, the receptivity of the pupil will be an important factor in the results. But, after all, we sincerely believe "the method's the thing."

Now, what is method, and what method is a prerequisite of good results in teaching lip-reading?

Method is simply a system of procedure. Teaching lip-reading is, first, a matter of training the eye to see and recognize the various lip and jaw movements made in speaking. Then, second, supplemental to this, the memory must be quickened, so that, without thought or conscious effort, it may instantly remember the significance of these movements. This is called subconscious sight. Now, what is the best method to train this subconscious sight?

The order of procedure must be a gradual and systematic progression or unfolding, from the easily visible through carefully selected correlated movements. Thus, unto the complexities of the invisibles—like *k* and *g*.

In his studies the writer saw the necessity for this, and later discovered that it is *the crying need* of the speech-reading world. The reader will recall the McKerral sentences which appeared in *THE VOLTA REVIEW* in 1918 and 1919. They were ideal. The teacher will put courage into the heart of every pupil by always proceeding from what he knows to something related to it, though, of course, a little different.

Furthermore, it is absolutely necessary that we take with us, and hold fast to, all that we have gained. Therefore it behooves us not to advance too fast. We fear that very much of the teaching and studying of lip-reading is like the little girl with her tables. She was asked to repeat the table of dry measure. She said: "Oh, that's what they teach the kids. I forgot that long ago." But *we must not forget*. We must take the necessary time to repeat, and repeat, and repeat, until the eye cannot forget.

There are 40 different characters, or letters, in our speech—25 consonants and 15 vowels and diphthongs. These constitute the speech-reader's "alphabet." (Beside these 40, there are 28 other prefixes and 15 suffixes, which the eye must be taught to recognize; but we will not speak of these now.)

The popular or usual method of teaching these 40 movements is to give "one here, one there, and then one over yonder," but with no connection between them shown, beyond contrasting a few words. When this formidable number of movements—these 40—are systematically classified into groups of similar movements, the "alphabet" becomes surprisingly simple. We find that there are but three kinds of vowel movements and only eight kinds of consonant movements. These 11 embrace the whole 40.

*The speech-reader's alphabet* is a Simplified System of teaching lip-reading, based on the "alphabet" above described. This "alphabet" is a steel framework, as it were, about which the superstructure of speech-reading is erected. It is made the basis of each of the 40 lessons in the book. A systematic review is embodied in each lesson. This keeps the early and fundamental things constantly before the mind.

As you know, it is well to tell a story containing words just studied. To this end, the chief or new or difficult words of the story of the lesson are embodied in the lesson itself, both in a contrasting drill on words and in sentences, these, of course being entirely foreign to the story to be told.

Each lesson contains words founded on the entire 15 vowels and diphthongs. These afford abundant material for drill in vowel contrasts—a most necessary thing. Then these words are embraced in sentences, often with two or three of them in one sentence.

A complete knowledge of the relationship of letters—in their movements—is a wondrous help. For instance: The pouting movements are a subject for endless study, for a tiny pouting movement may indicate any one of 11 different letters—seven consonants and four vowels. The letter *r* is the most frequent of the pouters, and to show its inviolability in requiring a pouting movement, wherever it may occur (except at the end of a word), we have grouped in the lesson, "*R* in the middle of words," *br*, (*pr*), *cr*, *dr*, *fr*, *gr*, *shr*, *str*, *tr*, and *thr*, as prefixes of words. These, through the 15 vowels, afford the teacher (and pupil) abundant material for much study and for many reviews in the matter of pouting the lips.

A chief (and strong) feature of the Simplified System is the syllable drills through the vowels, with the 37 prefixes. These generally are not embraced in the lessons, except the diphthongs, with a few prefixes, but are grouped together, that the teacher may easily find just what he may need for any occasion.

Another special thing: We have learned by the testimony of others, by observation, and by experience that a most necessary adjunct toward reading the lips is to have a picture in your mind of your own lips, mentally seeing the movements you are making while talking. This insures your own accurate enunciation, but it especially helps you to recognize the movements on other lips, and, last but not least, it renders your speech very legible to the readers thereof. This we have made a vital part of the Simplified System, explaining all these things in great

detail. Our book is really a normal edition, for we give copious and precise instructions to the teacher, that he may know exactly how to get the greatest good and quickest results from the use of the *Simplified System of teaching the art of lip-reading*. These instructions will, of course, afford just the help that the self-taught student of lip-reading will need.

These things, we feel assured, will be of great value to the earnest student and

to the progressive teacher of lip-reading, and we freely send them forth.

The reader may wish to know the effect of pursuing these studies. We will say that two teachers have been giving these lessons a try-out, and the results are somewhat astonishing; so much so that it is proposed starting a school in Philadelphia at a popular price, so that all deaf persons may be afforded opportunity to study and quickly acquire the art of reading the lips.

## THE LABORATORY OF EXPERIMENTAL PHONETICS AT HAMBURG

By E. W. SCRIPTURE, Ph. D., M. D.\*

FOR SEVERAL decades various men have been making experimental researches on speech. The work of Helmholtz and Hermann, among many others, is well known. It was not, however, till about twenty years ago that a definite and independent science of experimental phonetics can be said to have been established. This was the work of the Abbé Rousselot. It was about 1897, I think, that I went to work with him for a while. He was a dear, kind-hearted French priest, teaching at the Hospice de Saint Sulpice. Although the Catholics were in great disfavor with the French Government, his work on speech was so eminent that he was appointed to be director of a newly established laboratory of experimental phonetics at the Collège de France. This was the first of the kind. Pupils came to him from all lands. An American, Josselyn, produced a splendid thesis on Italian sounds under his direction. Another of his pupils, Calzia, is now the leading experimental phonetician of Germany.

Various institutions began to develop the new science. As far back as 1899 I set aside one portion of the psychological laboratory at Yale University to be used for experimental phonetics. Later a por-



ENTRANCE TO THE PHONETIC LABORATORY

tion of the psychological laboratory at Leipzig, under Professor Wundt, was given over to the science.

A distinguished professor of English, Wilhelm Viëtor, in Marburg interested himself in the new science and invited foreign professors to lecture at the university. The Abbé Rousselot was the

\* Dr. Scripture has recently been appointed to lecture at the University of Hamburg on "English Philology and Experimental Phonetics."



EXERCISE ROOM

first; I had the honor of following him. Somewhat later Professor Viëtor established a phonetic cabinet and gave the care of it to Dr. Calzia.

In 1908 Professor Meinhof was called from Berlin to Hamburg for the chair of African languages. In Berlin he had had the opportunity of working with Professor Gutzmann, the eminent experimental phonetician. He was so convinced of the importance of the new science that he accepted the call to Hamburg only on the condition that a phonetic laboratory should be established. It was through his influence and his far-sightedness that Hamburg now possesses the finest phonetic laboratory of the world. Dr. Calzia was appointed to take charge of it in 1910. In three years the laboratory grew from one room to an entire building, with a costly equipment.

The Hamburg laboratory has an independent building in the Jungiusstrasse, near the Botanical Garden, in a quiet region, although near the center of the city. It has four stories, with 23 rooms, of which 16 are used for scientific work.



X-RAY ROOM

The basement is devoted to X-ray work and photography. The main floor is used chiefly for instruction. The upper floors are for scientific work. Several assistants and three mechanics are engaged.

The laboratory enjoys a very remarkable advantage. The Hamburg Scientific Foundation has dedicated a considerable sum to the permanent endowment of *Vox*, an international journal of experimental phonetics, which is to follow the same objects as the laboratory. The editors are Professor Gutzmann, of Berlin, and Professor Calzia. *Vox* publishes not only the many researches from various laboratories, but also articles devoted to the instruction of the deaf, to the teaching of languages, to elocution, to speech defects, to voice training, etc. It exhibits a combination of German scientific thoroughness and American practicalness.



RESEARCH ROOM

In a way, the laboratory has had a curious history. It was founded by the Hamburg Seminary for Colonial Languages. With typical German far-sightedness, it was understood that efficient administration of the colonies required not only a book knowledge of the languages, but also a proper pronunciation. It was seen that proper use of a language could be attained only after scientific research has established exactly what the facts were. Researches were made not only on the nature of speech and speech sounds in general, but also on the various languages of Africa and Asia. Money and work were not spared in doing the job in the best way. After the war Germany had no more colonies and little or no Asiatic trade. Was the laboratory to disappear?

A strange thing now happened. Hamburg had long wished to have a university of its own. This had been opposed by the ruling forces of the city, which comprised the bankers and great business men. They said that Germany already had universities enough. The revolution took place and the Socialists came into power in Hamburg. One of the first things they did was to establish the university. The phonetic laboratory was taken over as a part of it and supported as liberally as ever. If we register this enthusiastic support of the university and of science as one of the good fruits of socialism, what shall we say of the fact that the professor receives less pay than the mechanic he employs? Whether the reader will consider this in favor of or against socialism will depend on the point of view.

A few words must be said of the man at the head of the laboratory. G. Panconcelli Calzia was born in Rome of pure Italian race. Coming to Germany in order to learn the language, he was attracted to phonetics by a lecture held at Cassel by Professor Paul Passy, the distinguished phonetician of Paris. He then

worked for a while with Professor Viëtor. For two years he worked with Rousselot in Paris and obtained his doctor's degree at the Sorbonne in 1904. In 1906 he was appointed on the faculty of the University of Marburg. In 1910 he went to Hamburg. Professor Calzia is American rather than European in his mental make-up. His father sent him to an academy to make a forester of him. In a spirit of enterprise and adventure that reminds one of the American pioneers, he threw up such a limited occupation and fought his way through the study of languages, laryngology, and psychology till he has become a professor of experimental phonetics.\*

As this is the only place in the world where systematic training in experimental phonetics can be obtained, it might be asked if American students would be welcome. The question has not been raised officially, but I know that Professor Calzia is most sympathetic. I feel sure that not only his courses and my own, but also the other courses at the university will be open to Americans.

\* A photograph of Professor Calzia appears in *THE VOLTA REVIEW* for February, 1921.

## SOME LIGHT ON THE SOFT PALATE

By WILFRID PERRETT (London) \*

THE BACK of the mouth has been much neglected by phoneticians. I know of no book that describes or illustrates the varying shapes of what anatomists call the isthmus of the fauces, the channel through which the breath, whether intonated or unintonated, must pass on its way from the larynx into the cavity of the mouth, which is the chief resonator in speech and song. Next to the glottis, this channel is the most important passage which the breath has to traverse in phonation. But while the glottal lips cannot be seen without a laryngoscope, and even then their movements, when the voice is sounding, are too rapid to be perceived by the unassisted eye, and re-

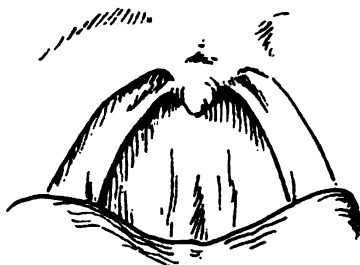


FIG. 1

quire to be virtually slowed down by means of the stroboscope, no apparatus is needed in order to observe the movements of the soft palate and the connected parts, except a looking-glass. With the back to a good light and the tongue in position for the vowel in *far*, the student is able to observe at leisure.

Figs. 1 and 2 show two extreme posi-

\* Author of *Some Questions of Phonetic Theory*, 1916, 1919; *Peetickay: An Essay toward the Abolition of Spelling*, 1920.

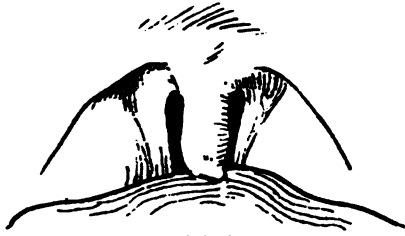


FIG. 2

tions of the uvula and of the twin folds of membrane-enveloping muscle which are called the *back* pillars of the fauces (*arcus palato-pharyngeus*). The pillars of the *front* arch (*arcus palato-glossus*) are far less mobile.

Fig. 1 is the *yawn* position. This position, when known, may readily be assumed at will. We see that the soft palate (velum) has been drawn up and back by the muscles behind it, which perform this duty, as far as it will go voluntarily. The uvula has been retracted by its special muscle (the *azygos uvulæ*) until it seems on the point of disappearing altogether.

Sometimes we are constrained to yawn in company, and then politeness requires us not only to conceal the distorted features, but also to make no sound. The yawn has to be "stifled." In a yawn there is an unusually deep inspiration, and consequently there is an unusually large volume of air to be exhaled immediately afterwards. Now, how do we contrive in yawning to send a rapid stream of breath out through the mouth without making any sound, whereas if by reason of some nasal obstruction a person is obliged to breathe out through the mouth, that person makes a disagreeable noise and is apparently unable to breathe quietly?

The explanation is found in comparing Fig. 1 with Fig. 2, which shows the position of the soft palate, etc., in an intensified whisper. It is the position assumed when one breathes "warm" audibly—for example, on a frosted window-pane. It will be remembered how the Faun in the fable grew mistrustful of his host, the Man, on discovering that the latter was able to breathe hot and cold out of the same mouth. The rapidity of the current may be gauged by wetting the back of the hand and breathing hot and

cold thereon; and it will be found that a very small pressure of breath through the isthmus of the fauces shaped as in Fig 2 suffices to make an audible whispered vowel. In this configuration the soft palate has been let down and forward, and the twin membranes of the back arch are drawn out like a pair of curtains toward the pendulous uvula. It seems to be a minute rustling of these curtains which sets up the aerial disturbance and produces the sound in the mouth-resonator. A stronger current of breath forced through the same aperture causes a harsh, unpleasant noise of hawking. But in Fig. 1 the aperture is large, and the curtains are drawn right back, almost flush with the walls of the pharynx, so that they present no obstacle to the air current. The yawn position of the soft palate produces, in fact, less sound than if the same quantity of breath be exhaled in the same time entirely through the nose, as in normal respiration. Even an attempt at an aspirate, *h*, makes a very weak sound. But here the experimenter must guard against the tendency to produce a sound similar to *h* by *substitution*.

The statement is often repeated that *h* is formed in the larynx. Some years ago a very able Continental teacher of English asked me to criticise his pronunciation. I found no great fault, except that his *h* seemed too labored, as though formed with some constriction in the larynx. "But," he replied, "it is formed in the larynx; I can feel it there." The rejoinder was, "You have been misled by faulty theory. If you feel voiceless *h* in the larynx, that is a proof that for the *h* of English you are substituting the *H* or Arabic, which becomes a wheeze if prolonged." The error may be traced to works on phonetics in which the glottis is given the triangular form found in the dead subject, instead of the approximately circular form which it actually has in free respiration. It would be as reasonable and as fallacious to infer that we sleep with our eyes open because the eyelids are open in death. The simple experiments here described support the view of A. J. Ellis, that in the production of *h* the glottis is wide open, allowing the column of air to pass freely. The compression which causes the sound takes



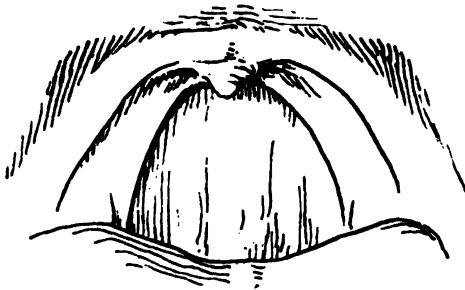


FIG. 3

place wherever the configuration is narrowest; and this, in the case of *ha*, *haw*, *ho*, is evidently at the isthmus of the fauces.

In Fig. 2 the tonsils seem too prominent and the uvula appears enlarged. The subject may have been suffering from a cold at the time when this drawing was made.

Fig. 3 is something more than a curiosity. In the search for some way of fixing the soft palate for the purposes of an experiment, so as to prevent the uvula from coming down into contact with the tongue, the following thought presented itself: When one is about to pronounce an energetic voiceless explosive, as in *pa*, *ta*, or *ka*, the air in the mouth is in a state of compression. The soft palate probably yields to the pressure and is driven up to its full extent. If at such a moment the cavities above the palate are converted into a closed chamber by compressing the nostrils, the soft palate cannot come down without creating a partial vacuum, and when the mouth is opened should be kept in position by atmospheric pressure; or, if it falls by its own weight, at the moment of its separating from the wall of the pharynx there should be a pull that may be felt and a click that may be heard.

The first trial proved effective beyond expectation, and a hand-mirror revealed the state of things shown in Fig. 3. The depression above the base of the uvula in Fig. 1 has now become a well-marked groove running right across the soft palate and continuing along the sides.

The form and depth of this groove may, perhaps, serve as a preliminary test when adenoids are suspected. A child might be told to say "ta," and then to repeat the same word more loudly. This time, just before the tongue leaves the

hard palate, the doctor would pinch the child's nose and be ready to take a look at the soft palate when the mouth opens.

It is certain that until I played this trick upon my soft palate for the first time, in 1913, it never had been in such a situation—never, one is tempted to say, had been so "mighty stuck up"; yet already there was a mechanism at work to bring the velum down to its normal position. The uvula was seen to be alternately retracted and allowed to fall, as if with the purpose of working the velum loose from the wall of the pharynx. This reflex in the azygos muscle has some physiological interest, and it suggests that one of the functions of the uvula may be to open the passage from the pharynx into the nose smartly, bringing down the soft palate by its weight when allowed to drop. It is clear that in speech the velum has to be lowered accurately to time, within a small fraction of a second, and that this action takes place unconsciously.

The velum may be forcibly released from the unwonted constraint of Fig. 3 by a contraction of the palato-pharyngeal muscles. It is only necessary to think of articulating a nasal sound—for example, an *n*. The separation then ensues with an appreciable tug and a sonorous clack or cluck. Alternatively, if the nostrils are released, the velum descends of its own accord with a faint click.

By closing the nostrils at any instant during the production of any speech-sound, we are enabled to decide whether the passage from pharynx to nose was at that instant hermetically closed or not. If there is an air-tight closure at the moment of compressing the nostrils, the velum cannot descend without causing a sensible and audible click of separation. This artifice will allow the experimenter to solve to his own conviction certain problems of nasality which have been the subject of inconclusive controversy. We shall revert to this test after considering Fig. 4.

If the tongue is gently lowered from the *ng* position, as in *long*, to the *ah* position (this vowel to be articulated in its purely oral form, without any nasality or "twang"), it will sometimes be found that the aperture between mouth and pharynx is completely covered by a transparent



FIG. 4

film bounded by the uvula, the back pillars of the fauces, and the tongue. The artist has endeavored to show this film in Fig. 4, by putting in reflections of window-panes on either side of the uvula. In this film we have a marvelous piece of apparatus, a lamella of such delicacy as no instrument-maker could hope to provide for us. As long as the film remains unbroken, not a particle of air can pass from the pharynx into the mouth; but if the area of the film is not much less than as in Fig. 4, it will transmit the sound vibrations of a full quality chest note without any perceptible alteration of the sound. Some little care and patience may be called for. It is well to hold the breath (but without closing the glottis) while allowing the film to form.

While experimenting with this lamella I was exceedingly surprised to find myself singing the vowel *ah* of a quality purely oral. On various occasions qualified observers have given their opinion, and have failed to detect any nasality or nasal resonance in the note, which may be sustained for a second or so, until the film perishes; yet all the breath from the larynx passes out through the nose. There is no other exit. If the nostrils be closed at a given moment, the film is immediately shattered.

This seems paradoxical. Most writers on phonetics, phonology, or grammar divide vowels and sonants into two classes, nasal and oral, and either imply or positively assert that in the production of the latter class the nose-passage is closed by the soft palate. Some, however, admit that a certain proportion of the breath may pass through the nose, while some teachers of singing talk much of "nasal resonance," and insist that for the best vocal quality the nose-passage must be open. What is the truth of it all?

In the present instance *all* the breath passes through the nose, and the vowel is not nasal.

The test of the velar-pharyngeal click above described gives, in my own case, the following results: At conversational pitches of my speaking voice the vowels in *fat, far, fall*—i. e., those in the neighborhood of *ah*—are forms without a complete closure of the nasal passage. Between *bat* and *bet* on the one side, and between *morning* and *more* on the other, there is an undecided region, in which there may be a click or there may not. This result, expressed by means of the "peetic" notation of vowel quality, is shown in Fig. 5. For any oral vowel, tense or lax, falling within the limits of quality denoted in group (i) the soft palate forms an air-tight closure with the wall of the pharynx, but with the vowels of group (ii) this is not the case. With higher notes, at or above middle C, the passage is generally closed, no matter what oral vowel may be sung. This may, perhaps, be accounted for by the increasing general tension toward the top of the chest register. I find it impossible to foretell with such notes whether there is going to be a click or not. Nor does it make any difference whatever in the quality of the vocal note, or to the ringing harmonics within that note, or to the quality of the vowel, if the nostrils are compressed while the note is being sung.

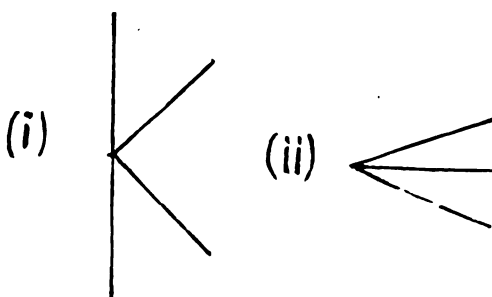


FIG. 5

It is a different matter if *ah* be sung with "nasal resonance," by which singers understand, I think, the presence in the vocal note of a harmonic component intensified in the cavity of the nasopharynx. (An *ah* with nasal resonance is by no means the same thing as a nasalized *ah*). The nose-passage is open when there is nasal resonance. This may be seen from the different shape of the soft palate (not illustrated here), that part of it immediately above the base of

the uvula being convex to the mouth rather than concave, as in Figs. 1 and 3. With vowels remote from *ah* I find it very difficult to aim at nasal resonance and be sure of not bringing down nasality. The perfect vocalist must, it seems, be born as well as made. One essential seems to be that there should be plenty of room and mobility in the neighborhood of the fauces.

Returning to the humbler platform of every-day speech, we are now in a position to approach the question of nasality. But the discussion of this important matter had better be reserved for another occasion. The mere fact of air passing or not passing from the pharynx through the nose has little or no direct bearing on nasality. Somewhere in the works of Alexander Melville Bell I have read a remark to the effect that nasal vowels are formed by a narrowing of the aperture between the soft palate and the tongue, but I have not the reference. Perhaps some reader of THE VOLTA REVIEW would be kind enough to supply it.

Before dismissing the saliva film of Fig. 4 we must recover from any feeling of surprise that a loudly sung *ah* does not necessarily destroy it. In a full quality chest note the *quantity* of air passing through the larynx is quite small, and a small opening will allow it to pass out through the nose. If a lighted candle is brought close to the lips when one is singing a loud chest note of full quality, the flame will hardly flicker. The fuller the note, the steadier the flame. But if there is any hollowness in the note, the candle will flicker violently and perhaps be blown out altogether, though the sound of the voice may be much less loud. This is readily understood. Hollow voice means that the cartilage glottis is open, allowing much unintonated breath to escape.

If, again, one sings *ah* with a "breathy" beginning—a gradual beginning, in phonetic parlance, instead of a clear beginning—the film is at once driven forward in the mouth and broken.

It may be possible to find some means of making the film more durable, but I may as well confess that my efforts in that direction, with the glycerine and soap solution used for blowing knock-about soap bubbles, gave no result beyond a



FIG. 6

pungent reminder of the tubs of childhood. I do not recommend taking soap solution into the mouth.

Fig. 6 gives another totally different conformation, and shows that what the singer feels to be a high falsetto note is being produced. Here the arch is neither a Saxon nor a Norman arch, but approximates to rectangular form. It must certainly be advantageous for deaf persons to *see* what others hear as the *pitch* of their voice. This can be done in some degree, under instruction, by studying the movements at the back of the mouth. With a deep note of chest register the back pillars or curtains are drawn out toward the uvula. As the pitch of the voice rises, they move farther and farther back toward the sides of the pharynx, forming a more and more perfect arch, until at the top of chest register the back pillars are almost in line with the front pillars; but wherever one changes register, between middle C, let us say, and the fourth above (*c'*—*f'*), the different glottal mechanism is reflected in the back arch. The strong tension in the palato-pharyngeal muscles being relaxed when one changes to falsetto, these twin membranes move out toward the uvula, and as one continues to sing up the scale the configuration tends toward that which is shown in Fig. 6. By looking at the back of the mouth of a singer whose compass is known, it is possible, independently of the ear, to tell whether the note sung is of chest or falsetto register, and to form an estimate of its pitch.

It should be noted, however, that the foregoing remarks apply only to the adult male voice. In the case of children and women, where the chest register is not developed, everything is on a different scale; but a clever teacher who is a skilled observer and draftsman will be able to

furnish sets of diagrams for different classes, with the help of which deaf pupils may learn to associate different muscular sensations in the larynx with the corresponding shapes of the soft palate and the back pillars, comparing the diagrams with what may be observed in a hand-mirror. Such exercises should be performed with the same vowel *ah*, with the tongue lying flat in the mouth. Thus they may gain sufficient control over the pitch of the voice to be able to converse with pleasing and apt intonation. They will also learn in this way not to begin a sentence with the voice pitched too low or too high.

These parts do not photograph well. The red wet surfaces under strong illumination give "high lights," which mislead the eye. Careful drawings give a better idea of the characteristics which are to be observed.

As to the quality of the voice, an excess of hollowness may be corrected by experimenting with a burning candle brought in front of the mouth. When a pupil has learnt to sustain a note which does not cause much flickering, he will associate his success with the requisite amount of "grip" or muscular tension in the larynx.

True tonelessness of voice (grating voice) is not the same thing as hollow voice. Hollowness in vocal quality is due to a waste of breath through the open cartilage glottis. Grating voice is the result of the voice being pitched below the limit of chest register, so that the compression puffs emitted from the larynx by the double-reed action of the glottal lips are too infrequent or too irregular to fuse into a smooth sensation of tone. One is aware of the discontinuity. The fundamental tone of the voice is imperfectly rendered by a succession of noises. Grating voice may be met with in children as well as adults. It connotes a lack of animation. I once had the bad luck to attend a lecture in which the voice of the speaker sank down to grating quality in almost every sentence. It was not interesting. One experienced a vague sense of boredom which, translated into terms of consciousness, might be expressed thus: "Oh, very well. If you don't take any interest in what you are telling us,

I'm sure I don't." When the voice is allowed to grate in this way, the edges of the membranes of the back arch form two acute angles with the uvula.

I now leave it to the reader to demonstrate the absence of boredom by sitting with the back to a window, saying *ah* with the voice pitched lower than any note that can be sung, and making a sketch of the soft palate, uvula, etc., from their image in a mirror, thus adding to this article a supplementary Fig. 7.

### COURSES IN PHONETICS

The series of courses at the Phonetic Laboratory of the University of Hamburg during the coming summer semester include the following ones:

Experimental Phonetics, by Professor Calzia.

English Philology and Experimental Phonetics, by Professor Scripture.

Phonetic Seminar for Students of Languages, by Professor Calzia.

Laboratory Courses in Experimental Phonetics, by Professor Calzia and Doctors Heinitz and Hentrich.

Introduction to Phonetics for students of languages, by Dr. Hentrich.

Subjective and Experimental Determination of the Melody of Speech (for students of languages), by Dr. Heinitz.

Laboratory Course in the Musical Sciences, by Dr. Heinitz.

Special Courses for Teachers of the Deaf, by Professor Calzia.

Special Course in the Application of Experimental Phonetics to the Teaching of the Deaf, by Professor Scripture.

To a special request, Professor Calzia has arranged that these courses shall be open to any Americans or English who may wish to take them. The special course by Professor Scripture will comprise the work on graphic records of the deaf, the use of the strobilium, etc., as described in past issues of *THE VOLTA REVIEW*.

In response to repeated requests for an opportunity to learn the methods of treating the voices and speech of the deaf by the methods of experimental phonetics (see *VOLTA REVIEW* for 1913 and the current year), Professor Scripture has arranged to receive teachers of the deaf into his course at the University of Hamburg during the summer and at his laboratory in London next winter.

Do you realize the difference that early mastery of speech-reading will make?

A good speech-reader is a source of joy and inspiration to others.

Read the want ads. There's one for you.

# NINETY-FIVE THESES ON SEEING SPEECH FOR THE DEAF, THE DEAFENED, AND THE HARD OF HEARING

By DR. PAUL SCHUMANN\*

Translated into English by Louise I. Morgenstern

**S**PEECH is audible as a joint order of sounds; it is visible also as an order of movements with regular and distinguishable optic pictures, and can in its flow not only be heard, but, to a certain extent, also be seen.

2. Seeing speech plays an important rôle in the early development of speech in the child.

3. Blind children learn to speak more slowly than those who can see. This is the case not only because they cannot observe the connection of the word with the object and other related circumstances, but through the referring and elucidating motions.

4. In cases of mutism, there is most often a defect in vision co-ordinating with the development of speech.

5. Seeing speech is a fixed constituent part of the speech complication of all seeing persons.

6. The lack of this constituent part in the speech of those born blind reveals itself in manifold characteristics.

7. We understand the speaker better if we can *see* him speak.

8. This is, therefore, the case because we can then observe the expression in the face and the accompanying motions.

9. We aim the opera-glass directly upon the speech region of persons speaking or singing.

10. He who does not wish to have his speech observed covers up the speech region or speaks intentionally with very little movement of the lips. Both would be senseless if speech were not, to a certain extent, also visible.

11. With a subjective impediment, such as encroaching deafness, every one, as experience has shown, turns without more ado to this manner of perceiving speech.

12. The same is the case if an objective

impediment occurs; in noisy surroundings, every one directs the eye keenly upon the mouth of the speaker.

13. The same is the case if we are not able to follow the speaker acoustically; the same, also, if we do not entirely master the language or the dialect of the speaker.

14. The observation reported by various people that those speaking in foreign languages (which the observer does not understand) speak almost entirely without lip movement rests on the evidence that we grasp composite orders of movements only, then, in their articulation if we are capable of executing these movements ourselves.

15. The record of those with defects of speech shows that various functions of speech are only then feasible if the optic prop—seeing speech—was not set aside.

16. The therapy of speech defects shows that the exercise of the function of speech, on the whole, frequently proceeds only from the optic constituent part of speech.

17. Seeing speech is thus no new discovery, nor even an invention of the instruction of deaf-mutes.

18. Seeing speech (as proficiency) is only the augmentation of a natural manner of speech perception.

19. For the development of this manner of perception the deaf and dumb are particularly fitted.

20. This is not due to a physiologically greater capacity of the mind, which might be taken as compensation for the lack of hearing.

21. This is due, in part, to the optic susceptibility to differentiation of the deaf and dumb, increased through steady practise.

22. This is due, moreover, to the narrowing of attention caused by the deficiency of the sense, which also results in a condensation of attention. Besides, the elimination of secondary impressions asserts itself.

\* Director of the Institute for the Deaf and Dumb, Leipsic, Germany (founded by Samuel Heinicke), author of "Collected Works of Samuel Heinicke."

23. Thus impeding with the deaf and dumb proves the mastery of speech only seldom perfectly developed.

24. The proficiency in seeing speech of the deaf and dumb is greater than the theory presupposes.

25. Experiments in seeing meaningless syllables achieved a result of 65 to 78 per cent; with meaningless words 38 to 58 per cent; of words that have meaning, an average of 72 per cent were seen on the lips.

26. The number of mediocre and poor pupils in seeing speech is estimated at 15 to 25 per cent. Good beginnings in seeing speech do not increase without constant practise, particularly not with the deaf and dumb using signs.

27. In considering the art of seeing speech, one is not to start from the standpoint of phonetics.

28. One should not designate all sounds that have the same place of articulation, as, for instance, *p* and *m*, *t* and *n*, as always interchangeable; *p* and *m*, *t* and *n*, at the end of a word, especially at the end of a single sentence, are plainly distinguishable.

29. The extent of the interchangeable sounds differs with dialects. In some localities *f* and *w* are interchangeable, in others they can be easily distinguished from each other.

30. Just as some sounds are characterized as visible on the lips in certain localities, while in others they pass as invisible.

31. One cannot, therefore, add together sounds which various authors have designated as interchangeable and invisible and thus try to get a numerically established result.

32. The sound-producing movements are not at all the movements generally displayed with a sound movement.

33. The visibility of a sound (for seeing speech) is not always determined by its sound-producing movements.

34. The co-movements of neck and face muscles in the articulation of a sound become often their optic characteristics. Even the lack of a visible articulation movement can, in connection with the transient pause, become a sign of the initial sound.

35. Speech can be seen also in profile;

with some sound movements it is even more effective.

36. One can, in seeing speech, cover the mouth from time to time without making it impossible.

37. As for the rest, to the physiognomy of single sounds in seeing speech cannot be attributed the frequently assumed importance; therefore, the width of the sounds as well as their correlative influence do not impede to such an extent as would otherwise be the case.

38. The melody of speech is not determined in the optic speech picture.

39. Perceptible, however, is the rhythm of speech.

40. Just so is the modulation perceptible to a certain extent. Modulated sounds and syllables reveal themselves through a wider opening of the jaw, through more energetic movements of the lips and co-movements of face and neck muscles, as well as through movements of body, head, and hands.

41. The tone of emotion of modulated speech must be replaced by mimic and gesture.

42. Vivid mimic and speaking gestures promote comprehension. Mimic and gestures, however, must not appear in contradiction to the contents of the speech.

43. An optic word center, which very likely is situated near the general visual center, in the cortex of the occipital lobe of the brain, must be assumed.

44. Cases of exception in the function of this center have, to my knowledge, not yet been observed.

45. The possibility of immediate connection between the visual and mental perception in seeing speech has been proved.

46. In general, those who see speech really speak along in seeing it, suggestively or inwardly, similarly as we articulate inwardly in reading.

47. The usual connection between visual and mental perception ensues, therefore, over the speech-feeling center.

48. One grasps composite orders of movements more easily in their segregation if one understands actively how to produce these movements.

49. It is advisable, therefore, to develop in the non-speaking at least imitative speech, so as to give him an aid

in the segregation of the optic face pictures.

50. The term *seeing speech* is preferable, as it is more general and neutral.

51. *Reading speech* contains a comparison, which not every one believes to be able to follow.

52. The designation *Sprechlesen* (speech-reading) suffers from the same disadvantage as *Ablesen* (reading off). These expressions, moreover, cannot be conjugated. The term *Sprechsehen* (speech-seeing), is grammatically subject to the same limitations.

53. The expressions lip-reading, mouth-reading, etc., used in the German and other languages, are circumscribing, as the place of action is not only mouth or lips.

54. The expressions "facial alphabet" or "mouth alphabet" are misleading, as an optic alphabet corresponding to the written alphabet does not exist.

55. The term lip-language, which was occasionally used for the optically perceived language, may be used also for spoken language.

56. One cannot literally compare seeing speech with hearing.

57. To the eye, a good part of the speech movements are obscure, but the ear can follow every acoustic variation.

58. Yet usually the hearing of words is not, perhaps, a constant perception of all acoustic individual proceedings, but the aggregate perception of acoustic speech units determined by a dominating constituent part.

59. We fail to hear mistakes; we understand easily provable incomplete acoustic impressions, such as the telephone, the gramophone, the talking-machine, the speech of parrots, offer.

60. At the failure of the acoustic comprehension of words, the phonetic reading of word elements is not of much use, if it is not supported by particular aids.

61. From the lack of comprehension of proper names, from the lack of perception of the spoken word before we reach the context, from the lack of comprehension of early scenes in spoken drama, etc., we can infer the great share of psychic hearing within.

62. Seeing speech is not at once to be compared with reading.

63. The optic constituent parts of writing are all observable; one can, in case of need, at least bring them singly to mind.

64. Furthermore, the basis persists; one can find one's way backward. Capital letters, small letters, syllabication, punctuation, serve as valuable aids in reading.

65. Single constituent parts of speech pictures corresponding to the letter do not exist; as far as they are taken, they are not all visible; the separation in articulative speaking usually does not help. Aids in seeing speech comparable to aids in reading are absent; instead of the persisting basis, we have a rapidly gliding order of movements.

66. The practised reader does not, of course, see all letters. Reading is a recognition of collective pictures, which are aggregately determined and psychically completed through single dominating characteristics and the optic form on the whole.

67. This is evident from the overlooking of printers' mistakes, from the fluent reading of essentially shortened texts, etc. The importance of psychic completion in reading is recognizable from the general inobservance of proper names in written text, from the greater length of time required for reading when foreign quotations are intermingled.

68. With both normal perceptions of speech, of hearing and reading, we find also a perception from subjective incomplete aggregate pictures; yea, the psychic completion is strong enough to make even objective incomplete aggregate pictures perceptible.

69. They offer the same psychic occurrence as the third avenue of speech perception, seeing speech, which is usually employed only as co-operating and substituting: Synthetic perception from objective as well as subjective incomplete aggregate pictures.

70. To be sure, the objective incompleteness, which happens with the other avenues of perception only by exception, is here the rule, and the task of psychic completion is more extensive and difficult.

71. Making sounds and movements visible for the purpose of imitation, as is done in teaching speech, by allowing the pupil a glance into the widely opened

mouth of the teacher, has nothing to do with the optic facial pictures of these sounds and movements.

72. Special instruction in seeing speech is dispensable with the deaf and dumb, if instruction and intercourse are based on speaking and on seeing speech. In the opposite case only is special instruction in seeing speech necessary. Special exercises in seeing speech are always useful; indispensable are occasional references to the peculiarities of visible language.

73. With the deaf and dumb, skill in seeing speech is developed according to analytic-synthetic methods of instruction. Purely synthetic exercises are used from the outset and prepare for the later synthesis in seeing speech.

74. Speech instruction serves the art of seeing speech best, if it is not practised on positions, but if it starts from the syllable or babbling word.

75. Single sounds offer optically unnatural pictures.

76. Seeing speech by synthesis must be quickly aimed at.

77. Entire words, orders, names, expressions, phrases must be seen, even before they are mastered in speech.

78. Through them deaf and dumb children recognize that movements of speech have inflective and modulated contents.

79. In teaching the deafened and hard of hearing with normal speech to see the spoken word, the synthetic method is preferable to the analytic.

80. One can here also aid in reaching back on analytic exercises.

81. All instruction in seeing speech must be so planned that it strengthens the self-confidence and energy of the student; suggestion and autosuggestion must be put at its service.

82. This is the reason of the favorable results of mirror practise, in spite of the natural self-deception; it strengthens the insight into the possibilities of seeing speech and enriches the consciousness with an associative effective treasure of memory pictures.

83. Some never learn it; a few, because they persist in the mechanical and do not reach a comprehensive understanding—they do not see the whole for the parts;

others, again, because their rambling imagination forms almost anything from the grasped part; they add too much. Here also a good part of mechanism must associate with the mind.

84. A certain amount of consideration of the speaker toward the deaf, the deafened, and the hard of hearing ought to be taken for granted. Just as one aids foreigners through clearness of enunciation, and through the employment of simple words, thus ought one also to keep in mind this social duty. Exaggerated large and slow speech movements harm more than they do good, while speaking in broken syllables or word for word is neither of advantage.

85. Of importance are the physical conditions for the possibility of seeing speech.

86. There must be a good light on the face of the speaker. The speech region ought not to be put into the shadow by a light placed too high, by leaning the upper part of the face forward, or by leaning the head too far back.

87. The conditions of light in the open differ from those in the room. To see speech in the open should be particularly practised.

88. Proficiency in seeing speech is the best foundation for the instruction of the deaf and dumb, as it renders possible the quickest, educationally most successful, procedure.

89. The ability to see speech is the only means of putting the deaf and dumb into communication with the outside world. That the deaf and dumb should see speech fluently from the lips of *every* speaker, that he should be able to follow general changing conversation in the company of others, is not to be expected. Seeing speech is *the crutch* of the speech-crippled deaf-mute.

90. The ethical result of these, even if limited, possibilities of communication, is to be rated exceedingly high.

91. The art of seeing speech for the deafened and hard of hearing is an essential aid in social intercourse and economic usefulness; in some cases it is an almost perfect substitute for hearing.

92. With the deafened and hard of hearing the greater mastery of speech proves expeditious. With the hard of



hearing the remnant of hearing should not interfere with the development of the ability to see speech, but the attempt should be made to reach a successful co-operation of both senses on the basis of the audi-visual method.

93. The ethical result of skill in seeing speech is naturally to be rated even higher with the deafened and hard of hearing than with the deaf and dumb.

94. He who promises a perfect substitute for hearing in seeing speech lies. He who himself expects to find a perfect substitute for hearing in learning to see speech fools himself.

95. But, nevertheless, *Vox oculis subiecta* (Speech is controlled by the eye).

#### THAT COLUMN "D"

*The American Annals of the Deaf* for January, 1921, among other illuminating features, contains, as usual, a tabular statement of American schools for the deaf, showing many items of general interest. In this tabular statement is found, besides the method of instruction in use at the various schools, other informative features, such as number of pupils in attendance, specific methods used, number of teachers, value of buildings and grounds, industries taught, expenditures for support, etc. From this tabular statement a fairly accurate and comparative digest may be had of the various schools.

From a cursory study of facts and figures so meticulously compiled by the author, one outstanding condition is revealed, and that is, that of the entire number of pupils in attendance at the public residential schools of the country, approximately 8½ per cent only are taught by—or, rather, educated by—the pure oral method.

On page 36, in column "D," we find only eight schools whose pupils are getting what we might define as the "essence" of pure oral instruction. We use this word for want of a better term. These schools show that only 970 pupils out of an entire enrollment of the country of 11,352 are receiving the *ne plus ultra* method of instruction. Another inextinguishable feature is the total absence in this

column of pupils from at least two of the best-known oral schools in the country.

However, we are not criticizing. We have long felt in our school the injustice of the situation, and conditions are fast shaping themselves whereby the Florida School hopes to make a small showing in column "D" next year. And it is our purpose to exert every effort to see our members grow in this column from year to year.—*The Florida School Herald*.

#### AN IMPROVED CANADIAN SCHOOL

*To the Editor of THE VOLTA REVIEW:*

One likes to pass good news along, and I feel sure that this item will interest you and also readers of *THE VOLTA REVIEW*.

Last September the Government of British Columbia took over the small oral day school for the deaf in the city of Vancouver, B. C. This change means that the small school is rapidly growing into a large one, with deaf pupils from all portions of the great province gathered in Vancouver for oral instruction. The deaf children of the province have come into their educational heritage on a par with their hearing brothers and sisters.

Mr. Samuel Hayes Lawrence, formerly of the Halifax School, a successful teacher of wide experience and tact, has been appointed principal. Mrs. V. Kent, an enthusiast in oral work, and three other lady teachers comprise the present staff.

Already there are indications that next year the rapidly growing school will require more teachers.

Given intelligent public interest in the undertaking, harmonious conditions, conscientious teachers, pupils anxious to learn, and success is sure to follow. The outlook for the Government of British Columbia School is a bright one.

C. R. FRAME.

#### THE VIRGINIA SCHOOL

The Volta Bureau had a welcome guest recently in the person of Mr. H. M. McManaway, Superintendent of the Virginia School for the Deaf and the Blind. Mr. McManaway had just been attending a meeting in Richmond of the heads of State institutions and was much encouraged over the prospects for the development of the Virginia School. It seems probable that at the next session of the Virginia Legislature provision will be made for the establishment of a separate school for the blind, presumably in some other city, leaving the entire plant at Staunton for the use of the school for the deaf. Such an arrangement is advocated by the deaf, the blind, their teachers, and the school board and would undoubtedly be greatly to the advantage of both schools.

OUR HAT IS OFF TO THE VOLTA  
REVIEW

A number of the school papers have published comments upon a recent criticism of THE VOLTA REVIEW and the latter's reply.

We know that we have not been alone in the belief that Dr. Bell established the Volta Bureau and subsequently began publishing his magazine in the interests of pure oralism. The critic who takes exception to the advertisements therein of papers published in the interests of the deaf—our own school papers, if you please—which have frequently run in a vein contrary to his view is another who thought the bureau was established for pure oral propaganda.

We do not believe any one doubts the absolute sincerity of Alexander Graham Bell's interest in the deaf and we are glad to help correct the impression that has gained ground that he was narrow in his views. We all stand for the best that is to be obtained, and if better speech is obtainable, we want it, though there never will be entire accord as to the limit of success by this method. We still hold to our opinion that the deaf themselves are the best able to measure the value of speech.—*Extract from an editorial in "The Kansas Star."*

## WHERE THE VOLTA REVIEW STANDS

The one discordant note which was heard at the Mt. Airy Convention and which for a period threatened to destroy the splendid harmony which prevailed at that gathering has been heard again in an attempt to criticise the Editor of THE VOLTA REVIEW for permitting the pages of that publication to be polluted by an advertisement of the *Silent Worker*. The Editor, Miss Timberlake, has made a most charming response to this criticism, which not only silences her critic, but further tends to unite the sentiments of the two factions which are both striving, each in its own way, to bring about the maximum good to the greatest number of individual deaf children.—*Editorial in the "Maryland Bulletin."*

## LITTLE ACORNS OF RHYME

The following attempts at verse-making are copied from the *Rochester Advocate*, the paper of the Rochester School for the Deaf. How many hearing boys and girls could do better?—Ed.

The Fifth Grade A and the Fifth Grade B are learning to make rhymes. Of course they have begun in a very simple way, but as "Great trees from little acorns grow," so may some of our little rhymesters grow into creditable verse-makers. At any rate they are anxious to see their first attempts in print.

1. Rub a dub, dub,  
She fell in the tub.
2. Ding, dong bell,  
I hear it very well.

3. "O, I'll die,"  
Said the fly.
4. I can see the fish,  
That lives in the dish.
5. To bed, to bed,  
To rest your head.
6. We had a big scare  
When we paid the car fare.
7. Listen to the kitchen clock;  
I love to hear it go tick-tock.
8. Four little girls sitting in a row,  
Each one is wearing a big paper-bow.
9. Is it not a beautiful sight  
To see one who is doing right?
10. I saw a little bunny,  
He was awfully funny.

A few days later the first snow storm of the season caused two embryo poets to burst forth in the following songs:

It was snowing in the night;  
Now it's very deep and white.  
The flakes are many shapes, you see,  
As the wind blows them from the tree.

EDWARD OTT.

Little snowflakes,  
Pretty, soft and white,  
Falling on the ground  
All through the night.

In the early morning—  
Poor apples on the trees—  
Hear them calling, see them  
Shivering in the breeze.

HARRY LAWES.

## NEW YORK PUBLIC SCHOOLS

The report of the Superintendent of Schools of New York City for the years 1918, 1919, and 1920 is a volume full of interest. Of especial importance in our field are the reports, on pages 85 and 93 respectively, of the Principal and the Director of Physical Training of Public School 47 for the Deaf.

"The article in the March VOLTA REVIEW, 'The Diary of a Deaf Child's Mother,' is by far the most useful thing I've seen. The beginning is almost an exact story of our own case."—*From the Mother of a Deaf Child.*

## ERADICATING SPEECH ERRORS

The newly awakened interest in speech correction throughout the country is reflected in an article with the above title in the *Bulletin* of the Illinois Association of Teachers of English. The writer, Olive N. Bear, endorses the opinion of Charles M. Newcomb, of the Ohio Wesleyan University, who says: "A course in speech education should not be a lone star on the skirts of the universe, but the central sun of the whole solar system."

### NOTED TEACHER OF DEAF PASSES AWAY

Miss Rebecca E. Sparrow, distinguished teacher of the deaf, passed away at her home in Waltham, Mass., April 4, following an illness of several months.

Miss Sparrow was for 38 years one of the most valued teachers of speech and lip-reading in this country. She began her professional career, in 1882, at the Clarke School, Northampton, Mass., where she taught until 1894. From there she went to the Rhode Island Oral School, remaining there three years. From 1897 to 1900 she was connected with the Colorado School, coming to the Rochester School for the Deaf, No. 1545 St. Paul Street, in the fall of 1900. She taught speech and lip-reading to the most advanced classes in this school, and the results she achieved bespeak her extraordinary ability as a teacher of the deaf.

Miss Sparrow was well known in the profession as the author of "Stories and Rhymes in Melville Bell Symbols," a book which has been of valuable aid to teachers of the deaf in the development of correct speech.

In the fall of 1920 Miss Sparrow, after 20 years' service in the Rochester School, was obliged to resign because of ill health and since that time she has been at her home in Waltham.

Her loss to the teaching profession is considered inestimable and the Rochester School mourns the passing of a most able educator, a loyal co-worker, a staunch and affectionate friend.—*Rochester (N. Y.) Democrat and Chronicle.*

### SOLDIERS WITH SPEECH DEFECTS

An interesting account of what our government is doing for soldiers who have acquired speech defects while in service appears in the February issue of the *Quarterly Journal of Speech Education*. It is written by Estelle M. Raymond, Hospital Psychologist, U. S. Public Health Service Hospital No. 37, and contains a strong plea for early corrective speech-work in the public schools and the re-education of neurotic children.

### WORK FOR HARD-OF-HEARING SCHOOL CHILDREN, ROCHESTER, N. Y.

A splendid demonstration of the value of lip-reading to the hard-of-hearing child in the public schools was given on March 16 in Public School 36, Rochester, N. Y. Before an appreciative audience, Miss Alice Howe, the teacher, proved by means of syllable drill, sentences, and stories that the child whose hearing was below normal could be so much helped by lessons in lip-reading that he could follow the work of his classes with almost the same degree of ease as his more fortunate schoolmates.

Dr. Franklin W. Bock, in charge of the

otological work in the schools of Rochester, has been from the first an active promoter of the lip-reading instruction. He addressed the audience on the care of children's ears and the disastrous effects that frequently follow a neglected cold or earache. "When a child has earache," he said, "never temporize. Take him to some one who understands his business. A case of earache may in a few hours develop into an abscess."

For ten years Dr. Bock has, without remuneration, supervised the treatment of hard-of-hearing school children in Rochester, and the good results of his philanthropy are apparent. Teachers and school nurses are gratified and assist in gathering deaf children for clinics and in influencing parents to carry out the doctor's instructions.

### A SUMMER SCHOOL THAT IS DIFFERENT

Immediately after the annual meeting of the American Association for the Hard of Hearing, to be held in Boston June 8, 9, and 10, 1921, the Müller-Walle School of Lip-Reading will be a center of great interest. Miss Martha E. Bruhn, the success of whose method of teaching lip-reading is known throughout the United States, and Miss Pattie Thomason, whose work in the improvement of the speech and voices of the deaf has attracted the attention of authorities in the educational world, will together hold a three weeks' summer school. Four courses are offered: A brief normal training course in the Müller-Walle Method (open to teachers of the deaf), a practise course in conversational lip-reading, a special normal course in speech improvement for the hard of hearing, and a course in auricular training for teachers of deaf and hard-of-hearing children.

### MISS MORGENSTERN AGAIN IN EUROPE

Miss Louise I. Morgenstern sailed on April 20 for France, where she will study conditions for the hard of hearing and make an effort to assist in establishing classes in lip-reading. She expects to visit Austria later.

Miss Louise I. Morgenstern has presented to the reference library of the Volta Bureau a copy of the *Zeitschrift Sur Schwerhörige* of Berlin, No. 5, vol. 9, containing illustrations of a demonstration by and for hard-of-hearing children and illustrations of instruction in lip-reading; a copy of *Schweizerisches Monatsblatt Sur Schwerhörige*, of Berne, Switzerland; and a copy of *Ons Maandblad*, of Amsterdam, Holland. Miss Morgenstern also sent samples of the forms used by the school for hard-of-hearing children in Hamburg, Germany, and an illustrated pamphlet describing the school.

## LETTERS TO THE EDITOR

### IN BEHALF OF THE HANDICAPPED

The Volta Bureau has recently received a most interesting report of some of the efforts of Mr. John D. Wright in behalf of deaf children. The following extracts from letters speak for themselves:

DEAR MR. WRIGHT:

We certainly are very grateful for your kind, instructive interview, and can never thank you enough for what it means to us.

In less than two hours after we left you, Florence had put two and three words together. I kept saying things over and over in her ear (sentences), and just before we left the car she said "bed," "sleep," "daddy," "brother," and "home"; she had never used the word "home" before. I'm so happy I feel like telling everybody about it.

We can't understand why we never heard of either your school, or Central Institute for the Deaf, or THE VOLTA REVIEW before. A teacher in the Kansas City, Kansas, School for the Deaf told us last summer, after which we lost no time in subscribing. It seems strange the doctors never mentioned them, when they certainly know what it would mean to us.

We've taken Florence to any number of doctors. A Dr. X., of —, told us that nothing but the training for the deaf would do her any good, but was not able to tell us where she could get that, except that there was a State school. Dr. Y., also of —, didn't even give as much advice as Dr. X. Dr. Z., of —, and Dr. Blank, of —, said the nerve was dead absolutely; that she felt vibrations, but heard no sounds; yet they offered us no help in advice as to training. They said they would send a list of schools, but it never arrived. Then a child specialist, a Dr. Q., of —, said that Florence could be trained, and that we could pay teachers rather than doctors.

We see an advertisement in THE VOLTA REVIEW for the Home Oral School in Sand Springs, Oklahoma. Do you know enough of this school to advise us?

I hope I've not taken too much of your valuable time. I certainly do appreciate your kind advice.

Yours truly,

Mrs. — —.

MY DEAR MRS. —:

Thank you for your good letter of the 13th. I have written to the school, giving directions as to how to conduct the correspondence course in your case and telling them to send you some matter in regard to auricular training.

I think that in the course of the next eight months you will be able to secure quite surprising results with Florence, if your time and strength permit you to continue the two or three hours of daily work with her that you have been giving.

Study the text of the matter that is sent to you, and put a good deal of thought upon it,

until you fully grasp the import of what is said in the explanations and suggestions. You will be able to go through the exercises much more rapidly with Florence than could be done with a younger child and one who had not so much hearing as she has.

Do not forget that she cannot acquire language rapidly and naturally unless she hears it, and that she can hear it to a considerable degree if it is spoken loudly and clearly and naturally very near her ear, not more than two inches away. *Use normal language, that you would use with any child of four or five, the point being that the language must express the idea that you know happens to be in her mind at the moment.*

I have written to Dr. Blank, and shall be interested to see what reply he will make. We will also take up the matter with the other men you saw, and in a friendly way try to get them to do better by the next deaf child that is brought to them. In that way some good may come to others from your unfortunate experience.

The Sand Springs School was established last year by Miss Avondino, of whom I think very highly. She is no longer connected with it, and I am sorry to say that I have no knowledge of the present teacher there.

I shall be interested to know how you get along on the new lines with Florence.

Cordially yours,

JOHN D. WRIGHT.

MY DEAR DR. BLANK:

I recently spent some time with Mrs. —, of Kansas, and her little daughter, Florence, who was examined by your organization in the spring of 1920.

I have been working with deaf children educationally for thirty-two years, and feel a very deep interest in their welfare and in obtaining for them the very best opportunities.

I am sure that in your busy life and manifold interests you, too, have their welfare at heart, though their needs form but an unimportant part in your problems. For this reason and for the sake of other deaf children and their mothers who may seek your organization for help and guidance, I venture to write to you now.

You probably know that in the city of Washington, D. C., there is the Volta Bureau, for the increase and diffusion of knowledge relating to the deaf, founded by Dr. Alexander Graham Bell and conducted by the American Association to Promote the Teaching of Speech to the Deaf, which freely and gladly provides all the information and guidance which such a mother as Mrs. — needs in fitting her child to face as successfully as possible the problems of her life.

It would have been a very simple and gracious thing for you to have given Mrs. — the name of the Volta Bureau and have sent her away with a less heavy heart than she carried from your office.

May I bespeak this action on your part and that of your colleagues on the next occasion?

We should be glad to welcome you as a member of the American Association to Promote the Teaching of Speech to the Deaf, if you feel inclined to join. The Association and the Bureau have no axes to grind. They expend their time and money to benefit the deaf without benefit to themselves.

It would be of great assistance to these handicapped children if they could have the cordial and intelligent interest and help of a man in such a commanding position as yourself.

Hoping you will pardon this appeal and believe me your sincere admirer, I am

Cordially yours,

JOHN D. WRIGHT.

There follow, in the report sent to the Volta Bureau, several interesting letters from Dr. Blank and his colleagues, in which they assure Mr. Wright of their knowledge of the work of the Volta Bureau and their desire to have patients correspond with its superintendent. They request Mr. Wright to tell them how he "came to the conclusion that the child was not totally deaf," and Mr. Wright replies in a careful and courteous explanation of the way in which a teacher, by making friends with a child and gaining its "confidence that nothing is going to be poked down its throat or up its nose or into its ear," often succeeds in discovering a vestige of hearing which a physician has thought did not exist.

THE VOLTA REVIEW presents this report, not from any wish to give Mr. Wright undesired publicity, but simply to show how it is possible for one person, by sympathy and interest and by *taking time to do it*, to spread the news of what can be done for a deaf child.

#### TO PREVENT MISUNDERSTANDING

DEAR MISS TIMBERLAKE:

When speaking of the hearing teachers of the adult deafened in my article, "The Hard-of-Hearing or Deafened Teacher of Lip-Reading," which appeared in the March number of THE VOLTA REVIEW, the name of Miss Hermine Mithoefer, of Cincinnati, was omitted. This was probably due to the fact that I think of her, as I do of myself, as "one of them." Lest there be a misunderstanding on the part of some of your readers, I wish to state publicly that I know, from a personal knowledge of Miss Mithoefer's work, that it is splendid, and that she has the understanding sympathy which makes it possible for her to help her pupils to the fullest extent.

If you will give this space in the next VOLTA REVIEW I will greatly appreciate it.

Yours very sincerely,

ELIZABETH HELM NITCHIE.

#### BACK NUMBERS WANTED

If you do not bind your copies of THE VOLTA REVIEW, send them to the Volta Bureau,

1601 35th Street N. W., Washington, D. C., and we will credit you on your subscription card with advanced payment for a number of months equivalent for the number of clean and uncut copies you send. We will accept numbers as far back as, and including, 1910.

We especially desire the following numbers: January, 1921; September, 1920; May, 1918; June, 1917; November, 1916; September, 1916; August, 1916; July, 1915; May, 1915; March, 1915; May, 1913; April, 1913; January, 1913; February, 1913; February, 1911; July, 1910.

#### QUEER PHONOGRAPHS

Henry E. Elrod, an engineer, of Dallas, Texas, writes us that an ordinary needle, inserted through the crown of a Derby hat and placed on the revolving record of a phonograph, will reproduce with audibility sufficient to fill a large drawing-room. He goes on:

"In this connection an experiment, which might be well worth trying out, is that of hearing through the teeth. If a hardwood stick about three inches long, with one end sharpened, is held between the teeth and the pointed end held against the record, if the ears are stopped tightly with the fingers, the record will be produced with amazing results. Although the writer has not seen this experiment *tried by a deaf person*, he is of the opinion that many people afflicted with deafness, who cannot hear an ordinary sound, could enjoy the phonograph in this manner. The writer would like very much to hear of this experiment being tried by the deaf, for if it should be a success it would open up an avenue of pleasure for a great many who cannot now enjoy the phonograph."—*Literary Digest*.

#### WIDELY ADVERTISED "CURE" PROVED UNTRUE

To the Editor:

Is it true that Prince Don Jaime of Spain, who is reported as having been born deaf and dumb, was cured by osteopathic treatment?

H. R. C.

*Answer.* An authoritative statement from abroad is to the effect that whatever treatment may have been administered by the so-called "bone-setter," it has had no effect on Prince Don Jaime's condition.—*Journal American Medical Association*.

Walter B. Swift, M. D., has just returned from his annual midwinter speech circuit. He went through the northern part of the country and returned through the south, visiting many of the speech-teachers whom he has trained to do speech correction in the public schools. To these speech-teachers he read one hundred and ten new papers upon the subject of speech correction to put them up to date upon the subject of speech development and speech correction.

NOTES FROM THE NITCHIE SCHOOL  
OF LIP-READING

## ANNUAL BEE

The Annual Bee of the Nitchie School of Lip-Reading was held at the New York Academy of Medicine on the evening of January 25, 1921. The spirit of fun and good fellowship this year was more noticeable than ever. The Bee itself was an oral rather than a written affair, and thus quite new to the pupils, and as for the entertainment that followed, it was pure fun from start to finish.

The contest was given in the manner of an old-fashioned spelling bee, using colloquial sentences, questions, proverbs, and familiar quotations in the place of words. The five rows of contestants were taken in turn, and the last person standing in each row was asked to take a chair on the platform, where the final contest was given. Mrs. George Esselman, Miss Gertrude Welker, Mr. Kenneth Thompson, Mrs. Milton Towne, and Miss Elizabeth Knowles were the final contestants. Their work was much more difficult than the general contests had been, and the race for the championship of the year was nip and tuck. Mrs. Towne came out ahead as the winner, and Miss Knowles took second place.

Perhaps, as a genuine test of lip-reading ability, this oral bee was not quite as fair as the usual written one. Many of those taking part suffered from stage fright, some of the best lip-readers going down on the first sentence given them. However, as a means of really worth while entertainment, the contest was a great success. Many people said later that they had had splendid practise, for after they had "gone down" they had understood most of the sentences given to the others. The material used was not difficult. There were no tricks to catch people, and Miss Kane presented the work as smoothly and naturally as it could have possibly been given. It may be that the written contest is a better means of determining the best lip-readers of the year, but such a spirit of friendly rivalry, interest, and good fun has never been present as at this last bee.

The entertainment following—"Ye Commencement Exercises at Ye Topsy-Turvy School"—was written by Mr. Nitchie and first given at the bee in 1913. Most of the pupils had heard vague rumors about the skit, but only a few of those present had actually seen it. The little play was very simple, very clever, and uproariously funny. It was a difficult thing to believe that the children of the Topsy-Turvy School were really quite grown up and dignified young women. The costumes were very amusing and, as one lady later remarked, "The modes of youthful hairdressing were an education in themselves; no two heads of hair were tied, curled, or pig-tailed in the same way." There have been many famous revivals on the New York stage this winter, but from the remarks heard after the performance, it would seem that none were more

enjoyed than that of Mr. Nitchie's "Ye Topsy-Turvy School."

The Nitchie School Association held its second annual dinner on Monday evening, February 14, at the Hotel Astor. The dinner was given in the Laurel Room, which was most attractively decorated for the occasion. Among the guests were several with normal hearing, and it was hard for them to realize that a large majority of the gay and happy crowd gathered there were hard of hearing and some totally deaf. As the dinner progressed, this fact became even more difficult of comprehension, for the ease with which neighbor conversed with neighbor, and some of those present had never met before, was far from giving an impression of deafness.

There were eighty-six guests seated around nine tables, including the speaker's table. This last was placed on a raised platform at one side of the room, so that all were assured an unobstructed view of the speaker when he rose. The dinner itself was served in the quiet, efficient manner which marks all service at the Astor, and was delicious from "A to izzard."

Dr. D. Bryson Delavan, who presided as toastmaster, gave an inspiring talk on "Courage," and was followed by Mr. Ernest Elmo Calkins, President of Calkins and Holden Advertising Company. Mr. Calkins spoke on "The Technique of Being Deaf." Mr. Calkins, who is hard of hearing himself, began by speaking into his own hearing device, thinking that we might be able to understand him better if he should hear his own voice. Although many present were using instruments, it was most interesting to note that at this point the entire assembly indicated that they did not want their view of his lips to be obstructed; from which we gather that lip-readers, even when using hearing devices, depend to a great extent upon the aid given by their eyes. Mr. Calkins' address was truly an inspiration, because although so severely handicapped he has "made good," not in spite of his deafness, but *because* of it. He gave many interesting and amusing anecdotes from his own experience, and there was a constant flow of ready wit, which was a joy to all present.

Mrs. Milton Towne, President of the Association, responded to the request of the toastmaster, and in her charming, vivacious manner impressed upon all the necessity of the endowment policy in connection with the Nitchie School, so that Mr. Nitchie's great work may be carried on with the maximum of good to the greatest number.

For those who are not familiar with the Association, it might be well to add that it was formed two years ago, chiefly for the purpose of keeping alive the spirit of broad-minded service that so characterized Mr. Nitchie's work. As yet, the organization is small, but it is growing in numbers and its members are becoming more enthusiastic over its meetings. There is a wide field of usefulness open before it, but, like others, this must

be cultivated. In the meantime, "to cultivate and to pass on that generous spirit of courage, helpfulness, and achievement which Edward Bartlett Nitchie put into his work and gave to his pupils" is the first object of the Association.—*Mary A. Bell, Secretary.*

#### TORONTO LIP-READING CLUB

This Club came into being in February, 1921, and at the time of writing, about a month later, it has a membership of 35, all paid up. Membership fee is \$1.00 per year. Practise classes are being held twice weekly, these being under the direction of skilled teachers of lip-reading. Thanks to the generosity of the Y. W. C. A., a room in which the members can meet for practise is being given free of cost, so long as the work done is educational and there is no use of the room to make money.

The members are full of enthusiasm and we feel that, although the start is small and insignificant, there is no telling where we may eventually arrive. Our hopes are high and the spirit of willing helpfulness is very marked. "Tell me what to do, and I will help all that I can," is the most frequent remark heard when any one is asked to lend a hand. Classes are well attended and every meeting sees at least one new member added to the list. The officers are: President, Mr. J. R. Smith; secretary, Mary N. Roebuck; treasurer, F. L. Hipgrave. Temporary address: Y. W. C. A., 21 McGill Street, Toronto, Ontario, Canada.

#### THE PITTSBURGH LEAGUE

The Pittsburgh League for the Hard of Hearing now has four departments of work, in charge of four vice-presidents. Its officers are: President, Mr. W. A. McKean; First Vice-President, Mr. B. S. Johns, in charge of lip-reading; Second Vice-President, Mrs. J. J. Clarke, in charge of entertainment; Third Vice-President, Miss Mary B. Loos, in charge of arts and crafts; Fourth Vice-President, Miss Elizabeth Brand, in charge of employment; Secretary, Mrs. J. D. Miller; Treasurer, Miss Ella Price.

The success of the League is especially evident in its social work, lip-reading, and basketry.

A clipping from the *Pittsburgh Dispatch* follows:

Attention of Pittsburgh citizens is being directed to two institutions which have been hitherto unmentioned in a public way. The Pittsburgh League of the Hard of Hearing has for some time supported a school for lip-reading, which they are at present endeavoring to underwrite financially. The object of both the League and the school is to help the deafened to understand what others are saying by watching their lips. Basketry and other similar things are also taught. Among those who have been helped are a number of returned soldiers, who were in a most distressed mental condition with their hearing greatly impaired as a result of shell shock.

Several students who were in a very distressing state have been enabled to continue in college. One instance of a young boy attending high school is noted. On account of his poor hearing he was unable to make good grades, but was induced to attend the school, and in a short time improved. He is enthusiastic about his success and recently displayed an English paper graded "A" to his former teacher, Miss Elizabeth Brand, principal of the School of Lip-Reading. There are records of many such interesting cases.

The present members of the League, graduates, and friends have guaranteed enough money to carry on this work on a limited scale for another year. The League is now trying to interest Pittsburghers in its cause. It is hoped to secure a moderate endowment of about \$50,000 to assure the rental of the rooms and pay scholarships for those who are unable to meet the small tuition charge. Persons interested can get in touch with both institutions at 1105 Highland Building, Highland Avenue.

#### THE JERSEY CITY LEAGUE

To raise money for its work, the Jersey City League for the Hard of Hearing held a most successful and largely attended sale on April 16.

On March 12 the League enjoyed a lecture by Dr. Harold Hays, President of the New York League, on the ear, vocal organs, etc. The lecture was illustrated by lantern slides, which added greatly to its interest and clearness.

At the conclusion of the lecture delightful refreshments were served.

#### MISS BRUHN AGAIN IN THIS COUNTRY

The many friends and admirers of Miss Martha E. Bruhn will rejoice to hear that she has arrived safely in Boston, greatly refreshed and improved by her winter in Europe.

#### DEATH OF MISS KATHERINE F. REED

Miss Katherine F. Reed, for many years connected with day schools for the deaf in Wisconsin, died recently after a short illness. During her long and faithful service she endeared herself to many friends, who will regret to learn of her death.

Mrs. John E. D. Trask, of the San Francisco School of Lip-Reading, is planning again to have a summer school in Carmel-By-the-Sea, one of the most attractive spots in California.

The Department of Speech of the University of Wisconsin has announced a summer course in Voice Training and the Correction of Speech Disorders, June 27 to August 5, 1921. The course is under the management of Professor Blanton.

# THE VOLTA REVIEW

DEVOTED TO

## SPEECH-READING, SPEECH, AND HEARING

*Published Monthly in the Interests of Better Speech, Better Hearing, and Speech-Reading,  
by the Volta Bureau, 35th Street and Volta Place, Washington, D. C.*

*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

Volume 23

JUNE, 1921

Number 6

## THE GUILD HOUSE

FOREWORD.—This account of the new home of the Speech Readers Guild of Boston, written by one of its members, is especially appropriate at this time because of the meeting of the American Association for the Hard of Hearing, to be held in Boston June 8, 9, and 10, at which time the Guild House will be headquarters.

IN OCTOBER certain members of the Board of Directors knew that the Guild House was to be. This dream, this vision, this hope that we had cherished since our Guild first started, was to be actually demonstrated and all owing to the generosity and confidence of a friend who believed in the dear cause for which we worked and labored, and, best of all, believed also in our ability to make wise and thoughtful use of an opportunity that could be offered through the assurance of financial support for a few years, while we in turn tried out our own ability and the Guild's worth.

So our "mysterious Mr. Smith," whose identity is known to the President and the Board, entered upon the scene. Because "Mr. Smith" wishes his identity kept in obscurity, the Board feels a moral obligation to comply with his request.

When the generous proposition was known, the President of the Guild was requested to go about, looking for a house suitable for our needs, and after careful, systematic search through the desirable and most central section of Boston, 339 Commonwealth Avenue was located. The house, of rare beauty in itself, built probably in the early eighties, at a time when much English oak and other beautiful hardwoods were used, provides a perfect "setting" for the gifts and loans that have poured in. The house seems to us all like a fairy's palace!

The Board reported to "Mr. Smith," who, after seeing the house, agreed that

it was most suitable for our needs. After the necessary preliminary arrangements were made and the rent we were to pay for the use of the house was determined upon, the following letter was sent out:

*To the Members of the Speech Readers Guild of Boston:*

The Board of Directors take pleasure in announcing that a Guild House is soon to be a reality. Number 339 Commonwealth Avenue is offered to the members for this purpose, with the assurance that the Finance Committee will have sufficient support financially to make the project a certainty for a term of five years, while the experiment of testing the need of and wisdom in establishing such a home is determined.

It is hoped that the spirit of co-operation will in no way be lessened by the generosity of this project. It is believed that the spirit which has made us the society that we have grown to be will continue and increase.

Though to some this news may seem overwhelming, it is no greater than the cause for which we labor and strive deserves. The one who has made this instrument for greater service possible realizes this, and with the Board of Directors looks to the members to keep our spirit of simple co-operation pure and untarnished.

The Guild is ours, and we make it. It is an organization that each individual member helps to make, and has helped to make, from our first small beginning. Let us continue in the same effort to serve one another and our cause, each one giving in proportion to his or her ability.

The question of furnishing the home is now before us, and the Board will appreciate any help that you may care to offer. Furniture, rugs, suitable pictures, and other household necessities, either as gifts or loans, will be most acceptable. Any one having furnishings or materials to offer toward the equipment of our



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From a cursory study of facts and figures so meticulously compiled by the author, one outstanding condition is revealed, and that is, that of the entire number of pupils in attendance at the public residential schools of the country, approximately 8½ per cent only are taught by—or, rather, educated by—the pure oral method.

On page 36, in column "D," we find only eight schools whose pupils are getting what we might define as the "essence" of pure oral instruction. We use this word for want of a better term. These schools show that only 970 pupils out of an entire enrollment of the country of 11,352 are receiving the *ne plus ultra* method of instruction. Another inexplicable feature is the total absence in this

column of pupils from at least two of the best-known oral schools in the country.

However, we are not criticizing. We have long felt in our school the injustice of the situation, and conditions are fast shaping themselves whereby the Florida School hopes to make a small showing in column "D" next year. And it is our purpose to exert every effort to see our members grow in this column from year to year.—*The Florida School Herald*.

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We do not believe any one doubts the absolute sincerity of Alexander Graham Bell's interest in the deaf and we are glad to help correct the impression that has gained ground that he was narrow in his views. We all stand for the best that is to be obtained, and if better speech is obtainable, we want it, though there never will be entire accord as to the limit of success by this method. We still hold to our opinion that the deaf themselves are the best able to measure the value of speech.—*Extract from an editorial in "The Kansas Star."*

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### NOTED TEACHER OF DEAF PASSES AWAY

Miss Rebecca E. Sparrow, distinguished teacher of the deaf, passed away at her home in Waltham, Mass., April 4, following an illness of several months.

Miss Sparrow was for 38 years one of the most valued teachers of speech and lip-reading in this country. She began her professional career, in 1882, at the Clarke School, Northampton, Mass., where she taught until 1894. From there she went to the Rhode Island Oral School, remaining there three years. From 1897 to 1900 she was connected with the Colorado School, coming to the Rochester School for the Deaf, No. 1545 St. Paul Street, in the fall of 1900. She taught speech and lip-reading to the most advanced classes in this school, and the results she achieved bespeak her extraordinary ability as a teacher of the deaf.

Miss Sparrow was well known in the profession as the author of "Stories and Rhymes in Melville Bell Symbols," a book which has been of valuable aid to teachers of the deaf in the development of correct speech.

In the fall of 1920 Miss Sparrow, after 20 years' service in the Rochester School, was obliged to resign because of ill health and since that time she has been at her home in Waltham.

Her loss to the teaching profession is considered inestimable and the Rochester School mourns the passing of a most able educator, a loyal co-worker, a staunch and affectionate friend.—*Rochester (N. Y.) Democrat and Chronicle*.

### SOLDIERS WITH SPEECH DEFECTS

An interesting account of what our government is doing for soldiers who have acquired speech defects while in service appears in the February issue of the *Quarterly Journal of Speech Education*. It is written by Estelle M. Raymond, Hospital Psychologist, U. S. Public Health Service Hospital No. 37, and contains a strong plea for early corrective speech-work in the public schools and the re-education of neurotic children.

### WORK FOR HARD-OF-HEARING SCHOOL CHILDREN, ROCHESTER, N. Y.

A splendid demonstration of the value of lip-reading to the hard-of-hearing child in the public schools was given on March 16 in Public School 36, Rochester, N. Y. Before an appreciative audience, Miss Alice Howe, the teacher, proved by means of syllable drill, sentences, and stories that the child whose hearing was below normal could be so much helped by lessons in lip-reading that he could follow the work of his classes with almost the same degree of ease as his more fortunate schoolmates.

Dr. Franklin W. Bock, in charge of the

otological work in the schools of Rochester, has been from the first an active promoter of the lip-reading instruction. He addressed the audience on the care of children's ears and the disastrous effects that frequently follow a neglected cold or earache. "When a child has earache," he said, "never temporize. Take him to some one who understands his business. A case of earache may in a few hours develop into an abscess."

For ten years Dr. Bock has, without remuneration, supervised the treatment of hard-of-hearing school children in Rochester, and the good results of his philanthropy are apparent. Teachers and school nurses are gratified and assist in gathering deaf children for clinics and in influencing parents to carry out the doctor's instructions.

### A SUMMER SCHOOL THAT IS DIFFERENT

Immediately after the annual meeting of the American Association for the Hard of Hearing, to be held in Boston June 8, 9, and 10, 1921, the Müller-Walle School of Lip-Reading will be a center of great interest. Miss Martha E. Bruhn, the success of whose method of teaching lip-reading is known throughout the United States, and Miss Pattie Thomason, whose work in the improvement of the speech and voices of the deaf has attracted the attention of authorities in the educational world, will together hold a three weeks' summer school. Four courses are offered: A brief normal training course in the Müller-Walle Method (open to teachers of the deaf), a practise course in conversational lip-reading, a special normal course in speech improvement for the hard of hearing, and a course in auricular training for teachers of deaf and hard-of-hearing children.

### MISS MORGENSTERN AGAIN IN EUROPE

Miss Louise I. Morgenstern sailed on April 20 for France, where she will study conditions for the hard of hearing and make an effort to assist in establishing classes in lip-reading. She expects to visit Austria later.

Miss Louise I. Morgenstern has presented to the reference library of the Volta Bureau a copy of the *Zeitschrift Sur Schwerhörige* of Berlin, No. 5, vol. 9, containing illustrations of a demonstration by and for hard-of-hearing children and illustrations of instruction in lip-reading; a copy of *Schweizerisches Monatsblatt Sur Schwerhörige*, of Berne, Switzerland; and a copy of *Ons Maandblad*, of Amsterdam, Holland. Miss Morgenstern also sent samples of the forms used by the school for hard-of-hearing children in Hamburg, Germany, and an illustrated pamphlet describing the school.

## LETTERS TO THE EDITOR

IN BEHALF OF THE HANDICAPPED

The Volta Bureau has recently received a most interesting report of some of the efforts of Mr. John D. Wright in behalf of deaf children. The following extracts from letters speak for themselves:

DEAR MR. WRIGHT:

We certainly are very grateful for your kind, instructive interview, and can never thank you enough for what it means to us.

In less than two hours after we left you, Florence had put two and three words together. I kept saying things over and over in her ear (sentences), and just before we left the car she said "bed," "sleep," "daddy," "brother," and "home"; she had never used the word "home" before. I'm so happy I feel like telling everybody about it.

We can't understand why we never heard of either your school, or Central Institute for the Deaf, or THE VOLTA REVIEW before. A teacher in the Kansas City, Kansas, School for the Deaf told us last summer, after which we lost no time in subscribing. It seems strange the doctors never mentioned them, when they certainly know what it would mean to us.

We've taken Florence to any number of doctors. A Dr. X., of —, told us that nothing but the training for the deaf would do her any good, but was not able to tell us where she could get that, except that there was a State school. Dr. Y., also of —, didn't even give as much advice as Dr. X. Dr. Z., of —, and Dr. Blank, of —, said the nerve was dead absolutely; that she felt vibrations, but heard no sounds; yet they offered us no help in advice as to training. They said they would send a list of schools, but it never arrived. Then a child specialist, a Dr. Q., of —, said that Florence could be trained, and that we could pay teachers rather than doctors.

We see an advertisement in THE VOLTA REVIEW for the Home Oral School in Sand Springs, Oklahoma. Do you know enough of this school to advise us?

I hope I've not taken too much of your valuable time. I certainly do appreciate your kind advice.

Yours truly,

Mrs. — —.

MY DEAR MRS. — —:

Thank you for your good letter of the 13th. I have written to the school, giving directions as to how to conduct the correspondence course in your case and telling them to send you some matter in regard to auricular training.

I think that in the course of the next eight months you will be able to secure quite surprising results with Florence, if your time and strength permit you to continue the two or three hours of daily work with her that you have been giving.

Study the text of the matter that is sent to you, and put a good deal of thought upon it,

until you fully grasp the import of what is said in the explanations and suggestions. You will be able to go through the exercises much more rapidly with Florence than could be done with a younger child and one who had not so much hearing as she has.

Do not forget that she cannot acquire language rapidly and naturally unless she hears it, and that she can hear it to a considerable degree if it is spoken loudly and clearly and naturally very near her ear, not more than two inches away. *Use normal language, that you would use with any child of four or five, the point being that the language must express the idea that you know happens to be in her mind at the moment.*

I have written to Dr. Blank, and shall be interested to see what reply he will make. We will also take up the matter with the other men you saw, and in a friendly way try to get them to do better by the next deaf child that is brought to them. In that way some good may come to others from your unfortunate experience.

The Sand Springs School was established last year by Miss Avondino, of whom I think very highly. She is no longer connected with it, and I am sorry to say that I have no knowledge of the present teacher there.

I shall be interested to know how you get along on the new lines with Florence.

Cordially yours,

JOHN D. WRIGHT.

MY DEAR DR. BLANK:

I recently spent some time with Mrs. —, of Kansas, and her little daughter, Florence, who was examined by your organization in the spring of 1920.

I have been working with deaf children educationally for thirty-two years, and feel a very deep interest in their welfare and in obtaining for them the very best opportunities.

I am sure that in your busy life and manifold interests you, too, have their welfare at heart, though their needs form but an unimportant part in your problems. For this reason and for the sake of other deaf children and their mothers who may seek your organization for help and guidance, I venture to write to you now.

You probably know that in the city of Washington, D. C., there is the Volta Bureau, for the increase and diffusion of knowledge relating to the deaf, founded by Dr. Alexander Graham Bell and conducted by the American Association to Promote the Teaching of Speech to the Deaf, which freely and gladly provides all the information and guidance which such a mother as Mrs. — needs in fitting her child to face as successfully as possible the problems of her life.

It would have been a very simple and gracious thing for you to have given Mrs. — the name of the Volta Bureau and have sent her away with a less heavy heart than she carried from your office.

May I bespeak this action on your part and that of your colleagues on the next occasion?

We should be glad to welcome you as a member of the American Association to Promote the Teaching of Speech to the Deaf, if you feel inclined to join. The Association and the Bureau have no axes to grind. They expend their time and money to benefit the deaf without benefit to themselves.

It would be of great assistance to these handicapped children if they could have the cordial and intelligent interest and help of a man in such a commanding position as yourself.

Hoping you will pardon this appeal and believe me your sincere admirer, I am

Cordially yours,

JOHN D. WRIGHT.

There follow, in the report sent to the Volta Bureau, several interesting letters from Dr. Blank and his colleagues, in which they assure Mr. Wright of their knowledge of the work of the Volta Bureau and their desire to have patients correspond with its superintendent. They request Mr. Wright to tell them how he "came to the conclusion that the child was not totally deaf," and Mr. Wright replies in a careful and courteous explanation of the way in which a teacher, by making friends with a child and gaining its "confidence that nothing is going to be poked down its throat or up its nose or into its ear," often succeeds in discovering a vestige of hearing which a physician has thought did not exist.

THE VOLTA REVIEW presents this report, not from any wish to give Mr. Wright undesired publicity, but simply to show how it is possible for one person, by sympathy and interest and by *taking time to do it*, to spread the news of what can be done for a deaf child.

#### TO PREVENT MISUNDERSTANDING

DEAR MISS TIMBERLAKE:

When speaking of the hearing teachers of the adult deafened in my article, "The Hard-of-Hearing or Deafened Teacher of Lip-Reading," which appeared in the March number of THE VOLTA REVIEW, the name of Miss Hermine Mithoefer, of Cincinnati, was omitted. This was probably due to the fact that I think of her, as I do of myself, as "one of them." Lest there be a misunderstanding on the part of some of your readers, I wish to state publicly that I know, from a personal knowledge of Miss Mithoefer's work, that it is splendid, and that she has the understanding sympathy which makes it possible for her to help her pupils to the fullest extent.

If you will give this space in the next VOLTA REVIEW I will greatly appreciate it.

Yours very sincerely,

ELIZABETH HELM NITCHIE.

#### BACK NUMBERS WANTED

If you do not bind your copies of THE VOLTA REVIEW, send them to the Volta Bureau,

1601 35th Street N. W., Washington, D. C., and we will credit you on your subscription card with advanced payment for a number of months equivalent for the number of clean and uncut copies you send. We will accept numbers as far back as, and including, 1910.

We especially desire the following numbers: January, 1921; September, 1920; May, 1918; June, 1917; November, 1916; September, 1916; August, 1916; July, 1915; May, 1915; March, 1915; May, 1913; April, 1913; January, 1913; February, 1913; February, 1911; July, 1910.

#### QUEER PHONOGRAPHS

Henry E. Elrod, an engineer, of Dallas, Texas, writes us that an ordinary needle, inserted through the crown of a Derby hat and placed on the revolving record of a phonograph, will reproduce with audibility sufficient to fill a large drawing-room. He goes on:

"In this connection an experiment, which might be well worth trying out, is that of hearing through the teeth. If a hardwood stick about three inches long, with one end sharpened, is held between the teeth and the pointed end held against the record, if the ears are stopped tightly with the fingers, the record will be produced with amazing results. Although the writer has not seen this experiment *tried by a deaf person*, he is of the opinion that many people afflicted with deafness, who cannot hear an ordinary sound, could enjoy the phonograph in this manner. The writer would like very much to hear of this experiment being tried by the deaf, for if it should be a success it would open up an avenue of pleasure for a great many who cannot now enjoy the phonograph."—*Literary Digest*.

#### WIDELY ADVERTISED "CURE" PROVED UNTRUE

To the Editor:

Is it true that Prince Don Jaime of Spain, who is reported as having been born deaf and dumb, was cured by osteopathic treatment?

H. R. C.

*Answer.* An authoritative statement from abroad is to the effect that whatever treatment may have been administered by the so-called "bone-setter," it has had no effect on Prince Don Jaime's condition.—*Journal American Medical Association*.

Walter B. Swift, M. D., has just returned from his annual midwinter speech circuit. He went through the northern part of the country and returned through the south, visiting many of the speech-teachers whom he has trained to do speech correction in the public schools. To these speech-teachers he read one hundred and ten new papers upon the subject of speech correction to put them up to date upon the subject of speech development and speech correction.

NOTES FROM THE NITCHIE SCHOOL  
OF LIP-READING

## ANNUAL BEE

The Annual Bee of the Nitchie School of Lip-Reading was held at the New York Academy of Medicine on the evening of January 25, 1921. The spirit of fun and good fellowship this year was more noticeable than ever. The Bee itself was an oral rather than a written affair, and thus quite new to the pupils, and as for the entertainment that followed, it was pure fun from start to finish.

The contest was given in the manner of an old-fashioned spelling bee, using colloquial sentences, questions, proverbs, and familiar quotations in the place of words. The five rows of contestants were taken in turn, and the last person standing in each row was asked to take a chair on the platform, where the final contest was given. Mrs. George Esselman, Miss Gertrude Welker, Mr. Kenneth Thompson, Mrs. Milton Towne, and Miss Elizabeth Knowles were the final contestants. Their work was much more difficult than the general contests had been, and the race for the championship of the year was nip and tuck. Mrs. Towne came out ahead as the winner, and Miss Knowles took second place.

Perhaps, as a genuine test of lip-reading ability, this oral bee was not quite as fair as the usual written one. Many of those taking part suffered from stage fright, some of the best lip-readers going down on the first sentence given them. However, as a means of really worth while entertainment, the contest was a great success. Many people said later that they had had splendid practise, for after they had "gone down" they had understood most of the sentences given to the others. The material used was not difficult. There were no tricks to catch people, and Miss Kane presented the work as smoothly and naturally as it could have possibly been given. It may be that the written contest is a better means of determining the best lip-readers of the year, but such a spirit of friendly rivalry, interest, and good fun has never been present as at this last bee.

The entertainment following—"Ye Commencement Exercises at Ye Topsy-Turvy School"—was written by Mr. Nitchie and first given at the bee in 1913. Most of the pupils had heard vague rumors about the skit, but only a few of those present had actually seen it. The little play was very simple, very clever, and uproariously funny. It was a difficult thing to believe that the children of the Topsy-Turvy School were really quite grown up and dignified young women. The costumes were very amusing and, as one lady later remarked, "The modes of youthful hairdressing were an education in themselves; no two heads of hair were tied, curled, or pig-tailed in the same way." There have been many famous revivals on the New York stage this winter, but from the remarks heard after the performance, it would seem that none were more

enjoyed than that of Mr. Nitchie's "Ye Topsy-Turvy School."

The Nitchie School Association held its second annual dinner on Monday evening, February 14, at the Hotel Astor. The dinner was given in the Laurel Room, which was most attractively decorated for the occasion. Among the guests were several with normal hearing, and it was hard for them to realize that a large majority of the gay and happy crowd gathered there were hard of hearing and some totally deaf. As the dinner progressed, this fact became even more difficult of comprehension, for the ease with which neighbor conversed with neighbor, and some of those present had never met before, was far from giving an impression of deafness.

There were eighty-six guests seated around nine tables, including the speaker's table. This last was placed on a raised platform at one side of the room, so that all were assured an unobstructed view of the speaker when he rose. The dinner itself was served in the quiet, efficient manner which marks all service at the Astor, and was delicious from "A to izzard."

Dr. D. Bryson Delavan, who presided as toastmaster, gave an inspiring talk on "Courage," and was followed by Mr. Ernest Elmo Calkins, President of Calkins and Holden Advertising Company. Mr. Calkins spoke on "The Technique of Being Deaf." Mr. Calkins, who is hard of hearing himself, began by speaking into his own hearing device, thinking that we might be able to understand him better if he should hear his own voice. Although many present were using instruments, it was most interesting to note that at this point the entire assembly indicated that they did not want their view of his lips to be obstructed; from which we gather that lip-readers, even when using hearing devices, depend to a great extent upon the aid given by their eyes. Mr. Calkins' address was truly an inspiration, because although so severely handicapped he has "made good," not in spite of his deafness, but *because* of it. He gave many interesting and amusing anecdotes from his own experience, and there was a constant flow of ready wit, which was a joy to all present.

Mrs. Milton Towne, President of the Association, responded to the request of the toastmaster, and in her charming, vivacious manner impressed upon all the necessity of the endowment policy in connection with the Nitchie School, so that Mr. Nitchie's great work may be carried on with the maximum of good to the greatest number.

For those who are not familiar with the Association, it might be well to add that it was formed two years ago, chiefly for the purpose of keeping alive the spirit of broad-minded service that so characterized Mr. Nitchie's work. As yet, the organization is small, but it is growing in numbers and its members are becoming more enthusiastic over its meetings. There is a wide field of usefulness open before it, but, like others, this must



be cultivated. In the meantime, "to cultivate and to pass on that generous spirit of courage, helpfulness, and achievement which Edward Bartlett Nitchie put into his work and gave to his pupils" is the first object of the Association.—*Mary A. Bell, Secretary.*

#### TORONTO LIP-READING CLUB

This Club came into being in February, 1921, and at the time of writing, about a month later, it has a membership of 35, all paid up. Membership fee is \$1.00 per year. Practise classes are being held twice weekly, these being under the direction of skilled teachers of lip-reading. Thanks to the generosity of the Y. W. C. A., a room in which the members can meet for practise is being given free of cost, so long as the work done is educational and there is no use of the room to make money.

The members are full of enthusiasm and we feel that, although the start is small and insignificant, there is no telling where we may eventually arrive. Our hopes are high and the spirit of willing helpfulness is very marked. "Tell me what to do, and I will help all that I can," is the most frequent remark heard when any one is asked to lend a hand. Classes are well attended and every meeting sees at least one new member added to the list. The officers are: President, Mr. J. R. Smith; secretary, Mary N. Roebuck; treasurer, F. L. Hipgrave. Temporary address: Y. W. C. A., 21 McGill Street, Toronto, Ontario, Canada.

#### THE PITTSBURGH LEAGUE

The Pittsburgh League for the Hard of Hearing now has four departments of work, in charge of four vice-presidents. Its officers are: President, Mr. W. A. McKean; First Vice-President, Mr. B. S. Johns, in charge of lip-reading; Second Vice-President, Mrs. J. J. Clarke, in charge of entertainment; Third Vice-President, Miss Mary B. Loos, in charge of arts and crafts; Fourth Vice-President, Miss Elizabeth Brand, in charge of employment; Secretary, Mrs. J. D. Miller; Treasurer, Miss Ella Price.

The success of the League is especially evident in its social work, lip-reading, and basketry.

A clipping from the *Pittsburgh Dispatch* follows:

Attention of Pittsburgh citizens is being directed to two institutions which have been hitherto unmentioned in a public way. The Pittsburgh League of the Hard of Hearing has for some time supported a school for lip-reading, which they are at present endeavoring to underwrite financially. The object of both the League and the school is to help the deafened to understand what others are saying by watching their lips. Basketry and other similar things are also taught. Among those who have been helped are a number of returned soldiers, who were in a most distressed mental condition with their hearing greatly impaired as a result of shell shock.

Several students who were in a very distressing state have been enabled to continue in college. One instance of a young boy attending high school is noted. On account of his poor hearing he was unable to make good grades, but was induced to attend the school, and in a short time improved. He is enthusiastic about his success and recently displayed an English paper graded "A" to his former teacher, Miss Elizabeth Brand, principal of the School of Lip-Reading. There are records of many such interesting cases.

The present members of the League, graduates, and friends have guaranteed enough money to carry on this work on a limited scale for another year. The League is now trying to interest Pittsburghers in its cause. It is hoped to secure a moderate endowment of about \$50,000 to assure the rental of the rooms and pay scholarships for those who are unable to meet the small tuition charge. Persons interested can get in touch with both institutions at 1105 Highland Building, Highland Avenue.

#### THE JERSEY CITY LEAGUE

To raise money for its work, the Jersey City League for the Hard of Hearing held a most successful and largely attended sale on April 16.

On March 12 the League enjoyed a lecture by Dr. Harold Hays, President of the New York League, on the ear, vocal organs, etc. The lecture was illustrated by lantern slides, which added greatly to its interest and clearness.

At the conclusion of the lecture delightful refreshments were served.

#### MISS BRUHN AGAIN IN THIS COUNTRY

The many friends and admirers of Miss Martha E. Bruhn will rejoice to hear that she has arrived safely in Boston, greatly refreshed and improved by her winter in Europe.

#### DEATH OF MISS KATHERINE F. REED

Miss Katherine F. Reed, for many years connected with day schools for the deaf in Wisconsin, died recently after a short illness. During her long and faithful service she endeared herself to many friends, who will regret to learn of her death.

Mrs. John E. D. Trask, of the San Francisco School of Lip-Reading, is planning again to have a summer school in Carmel-By-the-Sea, one of the most attractive spots in California.

The Department of Speech of the University of Wisconsin has announced a summer course in Voice Training and the Correction of Speech Disorders, June 27 to August 5, 1921. The course is under the management of Professor Blanton.

# THE VOLTA REVIEW

DEVOTED TO

## SPEECH-READING, SPEECH, AND HEARING

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*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

Volume 23

JUNE, 1921

Number 6

## THE GUILD HOUSE

FOREWORD.—This account of the new home of the Speech Readers Guild of Boston, written by one of its members, is especially appropriate at this time because of the meeting of the American Association for the Hard of Hearing, to be held in Boston June 8, 9, and 10, at which time the Guild House will be headquarters.

IN OCTOBER certain members of the Board of Directors knew that the Guild House was to be. This dream, this vision, this hope that we had cherished since our Guild first started, was to be actually demonstrated and all owing to the generosity and confidence of a friend who believed in the dear cause for which we worked and labored, and, best of all, believed also in our ability to make wise and thoughtful use of an opportunity that could be offered through the assurance of financial support for a few years, while we in turn tried out our own ability and the Guild's worth.

So our "mysterious Mr. Smith," whose identity is known to the President and the Board, entered upon the scene. Because "Mr. Smith" wishes his identity kept in obscurity, the Board feels a moral obligation to comply with his request.

When the generous proposition was known, the President of the Guild was requested to go about, looking for a house suitable for our needs, and after careful, systematic search through the desirable and most central section of Boston, 339 Commonwealth Avenue was located. The house, of rare beauty in itself, built probably in the early eighties, at a time when much English oak and other beautiful hardwoods were used, provides a perfect "setting" for the gifts and loans that have poured in. The house seems to us all like a fairy's palace!

The Board reported to "Mr. Smith," who, after seeing the house, agreed that

it was most suitable for our needs. After the necessary preliminary arrangements were made and the rent we were to pay for the use of the house was determined upon, the following letter was sent out:

*To the Members of the Speech Readers Guild of Boston:*

The Board of Directors take pleasure in announcing that a Guild House is soon to be a reality. Number 339 Commonwealth Avenue is offered to the members for this purpose, with the assurance that the Finance Committee will have sufficient support financially to make the project a certainty for a term of five years, while the experiment of testing the need of and wisdom in establishing such a home is determined.

It is hoped that the spirit of co-operation will in no way be lessened by the generosity of this project. It is believed that the spirit which has made us the society that we have grown to be will continue and increase.

Though to some this news may seem overwhelming, it is no greater than the cause for which we labor and strive deserves. The one who has made this instrument for greater service possible realizes this, and with the Board of Directors looks to the members to keep our spirit of simple co-operation pure and untarnished.

The Guild is ours, and we make it. It is an organization that each individual member helps to make, and has helped to make, from our first small beginning. Let us continue in the same effort to serve one another and our cause, each one giving in proportion to his or her ability.

The question of furnishing the home is now before us, and the Board will appreciate any help that you may care to offer. Furniture, rugs, suitable pictures, and other household necessities, either as gifts or loans, will be most acceptable. Any one having furnishings or materials to offer toward the equipment of our

new home is asked to notify the Board of Directors, who will gladly consider the possibility of using such.

It is hoped that we can be in our new home by the first of the New Year. Good news! But let the very joy we feel in this realization quicken our spirit—the spirit of our Guild.

THE BOARD OF DIRECTORS.

MILDRED KENNEDY,

*Chairman.*

November, 1920.

It sounds like a fairy tale, doesn't it? And we who have seen it all develop feel that it is a fairy tale, and the most magical part is to follow.

We moved from Trinity Court and settled in "339" between December 26 and January 2, when the regular routine of our scheduled work began again after the holidays, with classes, lectures, social meetings, and all. One of our Board, who since her husband's return from Europe after service in the World War had been living in a small apartment, asked if they might rent two of the rooms in the Guild House, unfurnished. Then they proposed taking all of their own beautiful mahogany and other furniture out of storage, letting "us" have the temporary use of these lovely things till they should be replaced by permanent possessions!

The letter quoted above was no sooner sent out than offers of gifts or loans came pouring in. The first two notes of this kind can never be forgotten. They came on the same day, while we were, of course, still at Trinity Court. The first offered furniture, not only of rare beauty in itself, but also rare in its sentimental value, since it belonged to the late Dr. Clarence J. Blake, whom we still call the Guild's "godfather." Two beautiful carved rosewood, plush-covered sofas, with chairs, stools, and ottoman to match; a large trunk filled with wonderful portieres, draperies, blankets, curtains, and other materials, and (a delight to any domestic woman's heart) two perfect sets of linen duster covers for all this furniture. Lo, our reception-room was furnished! Later a magnificent carved mahogany table, with choice and artistic pictures, were given, as well as an Italian painting loaned "for all to enjoy." Some of the atmosphere that these charming things have produced is perceptible in the



—Hodge and Sampson

THE FRONT OF THE HOUSE

photographs, but of course the color scheme does not show; you must come to see for yourself in order to know this.

The other letter received on the same memorable day offered complete furnishings for a bed-room—*complete*, remember; no half-hearted, shiftless, speculative proposition, but an elegant outfit—bed, bureau, wash-stand equipped, table, chair, rugs, curtains, *everything*!

Are you beginning to believe in fairies?



CORNER OF THE HALL, CALLED THE OFFICE

—Hodge and Sampson



—Hodge and Sampson

THE RECEPTION ROOM



—Hodge and Sampson

THE ASSEMBLY ROOM



—Hodge and Sampson

ANOTHER VIEW OF THE ASSEMBLY ROOM, SHOWING PLATFORM AND BLACKBOARD

Then another came forward and offered to move us free of any expense, as his contribution to the Guild. This fairy was a member, though not all our fairies are. So all of our belongings in Trinity Court were packed up, moved to "339," and placed anywhere in that great house we chose to have them placed. Fairies? Fairies? Why, the Speech Readers Guild is full of them. Wait and hear some more of our experiences and see if you don't agree!

The other loads of furniture from the storage warehouse came soon after. These things were put into place with such efficiency and taste that when the members came to the classes on Monday night, January 2, it positively looked as if we had been in the house for weeks. True, the final touches were not completed (they are not completed yet), but the atmosphere was "settled" and (more fairies to our aid) the curtains and portieres in that wonderful trunk fitted our windows *without our having to do one single thing to them.* (Please Mr. Editor, I'd like those words printed in italics.)

Well, I can't tell you all the wonderful things that have happened at the Guild House since January 1. You'll have to come and see for yourself the California redwood table loaned us; the carved-oak, leather-seated dining-room chairs—ten of them, too—given; beautiful hand-made, hemstitched sheets and pillow-cases for another bed given for another room (Would any but a fairy be guilty of such a labor of love?); a large hand-painted, beautifully executed reproduction of our seal, framed in a gilt frame, not to mention the reproduction in filet lace made last summer, before the possibility of a Guild House was even known—made just "for the Directors' room"—another labor of love, made by another Guild fairy. That place is veritably filled with them.

Today, while I was thinking of writing this article, more magic happened: A beautiful, rare, old mahogany bed came to "339." The head-board and foot-board curve up and away from the mattress at just the right angle for a child to climb up and sit on the highest point with feet dangling over toward the floor; then, at a given signal, "let go" and slide down backward over the smooth surface of the

woodwork onto the soft, springy mattress. My grandmother had just such a bed, and I used to do just such a stunt, so I know. With this a rich, aristocratic old bureau, a solid severe table of the same period, and chairs. These were given, all given, together with cretonne curtains and two steel engravings, to complete the beauty of the room. We who were there when they arrived felt almost awed and hushed by the wondrous beauty of the gift and the wondrous beauty of the Guild, since it could awaken in the hearts of our donors the desire to bestow upon us all such treasures. Yes, upon us all, for the Guild House is *ours*, and we will, we must, come up to what is expected of us—we must demonstrate that our work really is worth while. There is not one member of the Board of Directors or the Finance Committee who fails to realize the extent of the moral and spiritual responsibility that has been placed upon us all through these acts of confidence and trust in our ability to "carry on."

The Board tried in the beginning to help the cause through using practical methods, and the fairies of the Guild have helped us beyond belief or our wildest dreams, through bestowing upon us a host of beautiful and practical gifts. At our annual birthday party (it was five years ago last January that our little organization started) over \$100 in cash and checks was received, besides many lovely useful and necessary things for the equipment of a large house. With this money the Board of Directors is buying needed things that are in harmony with our gifts, such as a mahogany mantel-shelf clock and a table lamp for the reception-room, to add to its comfort and the artistic effect.

The beauty in what we all cherish and call the spirit of the Guild seems to us to have found an actual material expression in the quality of our gifts and loans. The members are "catching" more and more the sense of responsibility and each helps us more and more to work out the problems that confront us. It is not going to be all easy, smooth sailing, by any means; but the service, no matter how taxing, how problematical, is going to be worth while. The fairies have demonstrated this already. Don't misjudge the Guild





ONE OF THE BED-ROOMS—"MRS. PORTER'S ROOM"

—Hodge and Sampson

House and think it is all due to our "mysterious Mr. Smith." He did furnish the house itself. We are grateful to him for this—grateful beyond words, and he knows the depth of our gratitude—but the house is merely a shell, and of itself alone could mean nothing to us save four

square walls. The fairies of the Guild have made it something far more, more than we ever dreamed any house could be; *they* have made it our home.

A cordial welcome awaits you always, and our sign still hangs upon our door—

"PLEASE WALK IN."

## AMERICAN ASSOCIATION FOR THE HARD OF HEARING (INCORPORATED)

### Notice of Adjourned Annual Meeting

NOTICE is hereby given that the adjourned annual meeting of the members of the American Association for the Hard of Hearing (Incorporated), which was adjourned from the 11th day of March, 1921, will be held at Boston, Mass., on the 8th, 9th, and 10th days of June, 1921, for the purpose of electing five managers and for the transaction of such other business as may properly come before the meeting.

The headquarters of the Association will be the Speech-Readers' Guild, 339 Commonwealth Avenue, Boston, and the sessions will be held at the Guild House and at such other places as may be selected by the Committee on Arrangements, including a joint session with the Section on Otology of the American Medical Association.

In conjunction with the meeting an exhibition on Educational and Social Alleviations of Acquired Deafness will be held.

A copy of the tentative program is appended to this notice and all members are urged to attend.

ANNETTA W. PECK,

*Corresponding Secretary.*

Dated New York, May 8, 1921.

PROGRAM FOR THE ANNUAL MEETING OF THE  
AMERICAN ASSOCIATION FOR THE HARD  
OF HEARING (INCORPORATED),  
AT BOSTON, 1921

(This program is subject to possible alterations.)

*Wednesday, June 8*

Morning Session, 9 a. m.

1. Address of Welcome. Dr. David Harold Walker, 2d Vice-President.

2. Announcement by the Chairman of the Committee on Arrangements.
3. President's address. Dr. Wendell C. Phillips.
4. Reports from constituent bodies:
  - a. The New York League for the Hard of Hearing.
  - b. San Francisco League for the Hard of Hearing.
  - c. Chicago League for the Hard of Hearing, by Miss Valeria D. McDermott, Field Secretary.
  - d. Jersey City League for the Hard of Hearing.
  - e. Newark League for the Hard of Hearing.
  - f. Toledo League for the Hard of Hearing.
  - g. Pittsburgh League for the Hard of Hearing.
5. Reports from organizations not members of the Association:
  - a. The Speech-Readers' Guild of Boston.
  - b. Los Angeles League for the Hard of Hearing.
  - c. Speech-Reading Club of Philadelphia.
  - d. Dayton League for the Hard of Hearing.
  - e. Saint Louis League for the Hard of Hearing.
  - f. Lip-Readers' Club of Cleveland.
  - g. Speech-Reading Club of Washington.
  - h. Toronto Lip-Reading Club.
  - i. Kansas City League for the Hard of Hearing.

Afternoon Session, 2 or 2.30 p. m.

The following papers will be presented, to be followed by discussion:

1. How to Prevent Deafness. James Kerr Love, M. D., F. R. F. P. S. G.
2. Deafened Service Men in the United Kingdom. Dundas Grant, M. A., M. D., F. R. C. S., Major (retired), President of Special Aural Board, Ministry of Pensions, and Henry Lloyd Ingram, Captain, late teacher of lip-reading at Belleville, Ont., Secretary Special Aural Board.
3. The Physician's Responsibility to the Deafened. Wendell C. Phillips, M. D., F. A. C. S., and Harold M. Hays, M. D., F. A. C. S.

4. The Organization and Teaching of Lip-Reading in the Lynn Public Schools. Caroline F. Kimball.
5. The Examination and Care of Hard of Hearing School Children. Franklin W. Bock, M. D.

Open discussion led by Dr. Max A. Goldstein of St. Louis, Dr. Geo. E. Shambaugh of Chicago, Dr. Thomas Hubbard of Toledo, Dr. Eugene A. Crockett of Boston, Dr. C. W. Richardson of Washington, Dr. D. H. Walker of Boston, and Dr. S. MacCuen Smith of Philadelphia.

#### Evening Session.

Informal get-together meeting at the Guild House and visit to exhibit.

#### Thursday, June 9

##### Morning Session.

##### 9 a. m., Annual Business Meeting.

##### Order of business:

- Secretary's report on notice.
- Ascertainment of quorum.
- Reading of minutes.
- Reports of officers.
- Reports of committees.
- Unfinished business.
- Election of managers.
- New and miscellaneous business.
- Addresses and discussions.

##### 10 a. m., Round Table on Problems of Local Organization. Conducted by the New York League, Mrs. John Peyton Clark, presiding.

##### Afternoon Session.

Outing arranged by the Speech-Readers' Guild.

##### Evening Session.

Demonstration of work: New York League, Speech Readers Guild, Mrs. Elizabeth B. Wade, Mrs. Emma G. Tunncliffe.

Paper by Miss Jessie C. Hume, Massachusetts Charitable Eye and Ear Infirmary.

#### Friday, June 10

##### Morning Session, 10 a. m.

1. The Volta Bureau, an Instrument of Service, by Fred De Land, Superintendent.
2. Symposium on the latest developments in lip-reading instruction for the deafened adult, led by Miss Bruhn and Mrs. Nitchie.

##### Afternoon Session.

Joint session with Section on Otology of the American Medical Association.

Papers contributed to this meeting by the American Association for the Hard of Hearing: "Immediate Measures for the Prevention of Deafness in Early Life," by Harold M. Hays, M. D., F. A. C. S.; "Social Alleviations of Adventitious Deafness," by Annetta W. Peck, Correspond-

ing Secretary, American Association for the Hard of Hearing.

Evening Session, Strawberry Supper, Guild House.

In connection with this meeting it is planned to hold a six-day exhibition on educational and social alleviations of acquired deafness. This should appeal to the otologists of the American Medical Association, the general public, school teachers, and the deafened people of Boston.

Exhibits have been prepared by the Volta Bureau (especially THE VOLTA REVIEW), the Bruhn School of Lip-Reading, the Nitchie School of Lip-Reading, the Kinzie School of Speech-Reading, and the following manufacturers of hearing devices: Globe Phone Mfg. Co., Harper Oriphone Co., Dictograph Products Corporation, E. B. Meyrowitz, the Port-O-Phone Corporation, the Gem Ear-Phone Co., and the Mears Ear-Phone Co.

There will be an exhibit of ten panels on Social Work for the Deafened, prepared by the American Association, and exhibitions of needle-work from the exchanges of the Speech-Readers' Guild of Boston, the Speech-Reading Club of Philadelphia, and the Hand-work Shop of the New York League for the Hard of Hearing. Articles displayed will be for sale.

#### THE VACTUPHONE

The new instrument to aid hearing, invented by Mr. Earl C. Hanson, is now, say its distributors, ready for the market. An advertisement announcing it appears on another page.

The Vactuphone was recently demonstrated to large audiences at the New York and Chicago Leagues for the Hard of Hearing, and great interest was expressed. It will also be on exhibition at the Boston meeting of the American Association for the Hard of Hearing.

Many persons have inquired just wherein the Vactuphone differed from other instruments already on the market. THE VOLTA REVIEW gladly announces, therefore, that Mr. Hanson has promised to explain the differences in non-technical language for the benefit of our readers. His article will appear in an early number.

## THE FIRST THANKSGIVING DAY

### A Beautiful Pageant Presented at the Rhode Island School for the Deaf

LAST NOVEMBER the Rhode Island School for the Deaf, at Providence, presented a charming pageant entitled "The First Thanksgiving Day." It proved so successful that, in response to several requests, it was repeated recently for the entertainment of the Governor of Rhode Island, Emory J. San Souci, and the members of the State Legislature.

The pageant was written and directed by Miss Carol Brown, a writer and dramatic leader, temporarily of the faculty, and all the work of costuming, decorating, etc., was done by other members of the faculty and the pupils. About seventy of the children took part, and their own enjoyment in the play added no little to its attractiveness. Miss Wilma Shillady, teacher of rhythm at the school, had charge of the training of the dancers.

THE VOLTA REVIEW takes pleasure in presenting this account of the artistic entertainment, and acknowledges its appreciation of the courtesy of the Rhode Island School in furnishing cuts.

The text of the pageant follows:

#### THE FIRST THANKSGIVING DAY

##### SCENE I

(Massasoit, Wawasoma, Anneemeekee, and Indian braves seated around fire. Enter two Indians, who place baskets of corn before Massasoit.)

*Massasoit*: "Oh, my brothers, the days of the harvest are over! Let us thank Manitou, the Great Spirit. Anneemeekee, noise-maker, summon our maidens, that they may dance the Dance of Ripe Corn."

(Anneemeekee beats drum softly. Enter maidens. Dance. Ceremonial Dance of Ripe Corn. Enter messenger.)

*Messenger*: "Oh, Massasoit, the white men come."

(Enter John Alden, Miles Standish, and other Puritans.)

*John Alden*: "We have come, oh Massasoit, with a message from Governor Bradford, the Chief of the white men."

*Massasoit*: "You are welcome to the campfire of Massasoit. My heart feels good toward you. I smoke the pipe of friendship with you."

(Ceremony of smoking.)

*Massasoit*: "It is long since the white men have visited the lodges of the Pawtuxets. When you last came it was the 'moon of flowers,' and now it is the moon when the wild geese fly south."

*John Alden*: "Yes, Massasoit, we came in the spring. Then our Chief, Governor Bradford, asked you for corn to plant in our fields. You gave it to us. Now the corn has been harvested and our crops are large. We wish to thank God, who made the corn grow, who protected us in this new land and gave us the Indians for friends. I have been sent to invite Massasoit and his braves to our Feast of Thanksgiving."

*Massasoit*: "Massasoit and his braves will come to the white man's feast, for the Great Spirit has also been kind to us. He sent us the good spirits, who made the corn grow tall, the grapes purple, and the grain yellow."

*Indian Boy*: "Oh, Wawasoma, what is that moving in the cornfields?"

*Wawasoma*: "Hush! it is the good spirits of the harvest. Watch and you may see them."

(Dance of Spirits of the Harvest.)

(At the end of the dance Spirit of Thankfulness appears.)

*Spirit of Thankfulness*: "I am the Spirit of Thankfulness. I often come with the good spirits of the harvest. Many nations have held feasts in my honor—sometimes, at the harvest time, sometimes after victory in battle, and sometimes just because their homes were happy and prosperous. But no feast has made me as happy as this one which you have appointed in my honor, for you have remembered me in a new land, amid perils, toil, and hardship."

*John Alden*: "May we always remember you, Spirit of Thankfulness."

(Curtain)

##### SCENE II

(Puritans going to church.)

##### SCENE III

(Out-door scene. Dame Winslow, assisted by Priscilla and Prudence, pre-



INDIAN MAIDENS IN "THE DANCE OF RIPE CORN"



MASSASOIT AND HIS BRAVES



THE SPIRITS OF THE HARVEST

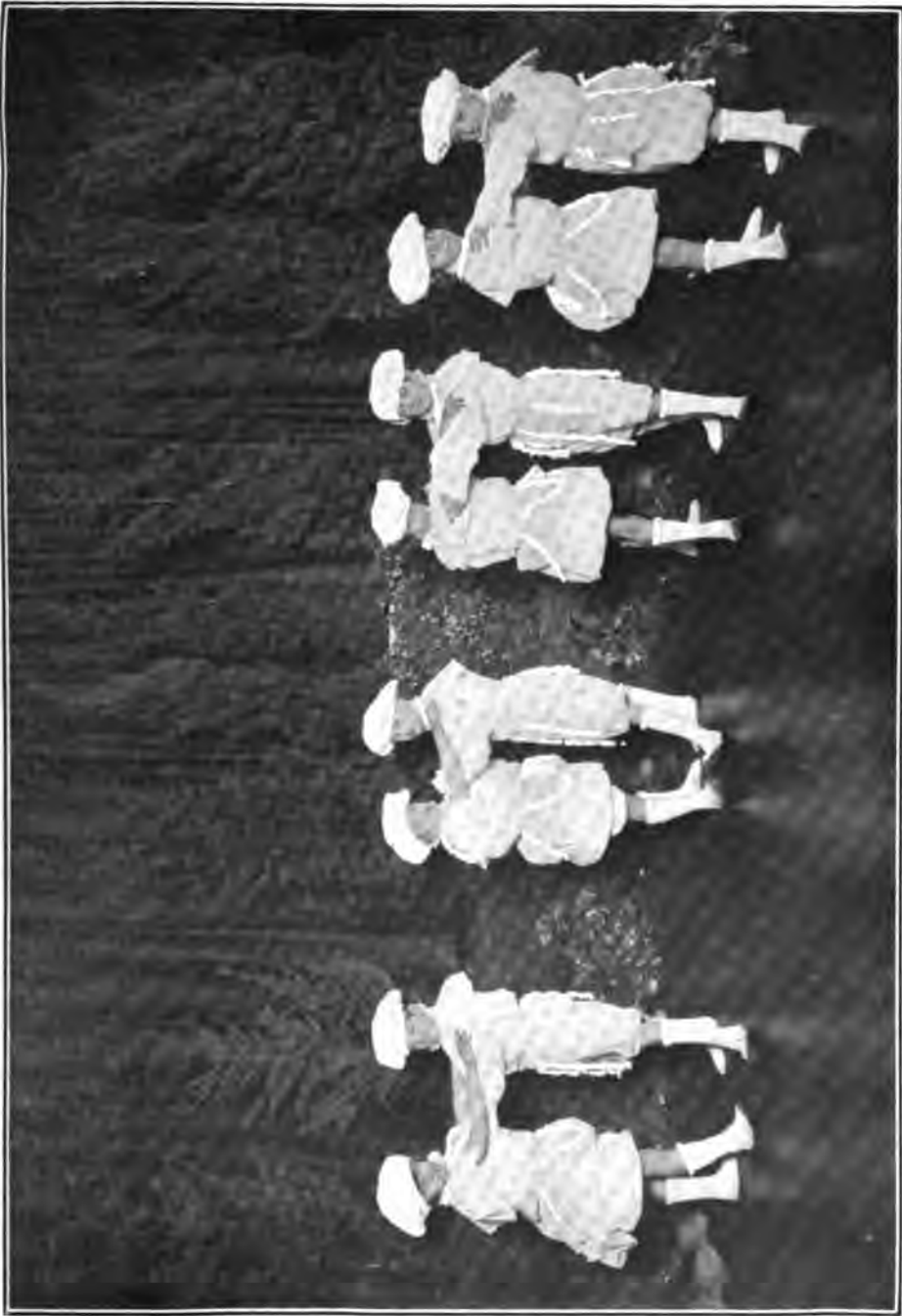


PURITANS GOING TO CHURCH





THE CRANBERRIES



THE POP CORN DANCE



JOHN ALDEN AND PRISCILLA

pares the Thanksgiving dinner in an outdoor oven. Long tables spread under trees.)

*Prudence* (at oven): "Oh—oh, Priscilla, I've burned my hand."

*Dame Winslow*: "Thee must be careful, Prudence."

(Enter Giles.)

*Giles* (greatly excited): "Oh, Dame

Winslow, Dame Winslow, Massasoit is bringing fifty braves."

*Dame Winslow* (in a flutter): "Oh, dear me, dear me! We have not half enough to feed all these Indians! What shall I do! Priscilla, Prudence, bring me some more vegetables. Giles, Giles, thou naughty boy, kill another turkey for us."

*Giles*: "I can't; it's running away." (Chases turkey across stage.)

(The two girls bring in the vegetables—pupils dressed as different vegetables—naming each one as it enters. After last vegetable has appeared cranberries roll across stage. One rolls under table.)

*Dame Winslow*: "Dear me, Giles has tipped the basket of cranberries over! Was ever a housewife so plagued! Giles, Giles, come get this cranberry! It has rolled under the table." (Giles carries cranberry off.) "Ah, me, how glad I shall be when the dinner is ready. Prudence, Priscilla, here comes Miles Standish, and my kerchief is so untidy. Captain Standish mustn't see me thus." (Exit.)

(Enter Miles Standish.)

*Miles Standish*: "Good day, Mistress Priscilla; good day, Mistress Prudence." (They both bow.) "Good day, Captain Standish."

*Miles Standish*: "I—a—ia—er—a."

*Priscilla*: "Yes, Captain Standish."

*Miles Standish*: "I—er—I—e—er." (Exit.)

*Prudence*: "Didst ever see such a bashful man?"

*Priscilla*: "Whatever could he have wanted?"

*Prudence*: "But here comes one not so bashful. Now thou art blushing. I will leave thee alone with Master Alden." (Exit.)

(Enter John Alden.)

*John Alden*: "Good day, Mistress Priscilla." (Priscilla bows.) "I would speak with thee for a moment concerning Captain Miles Standish."

*Priscilla*: "Be seated, Master Alden."

*John Alden*: "Our brave Captain Standish sent me to deliver a message to thee."

*Priscilla*: "If Captain Standish is so brave, why did he not come himself?"

*John Alden*: "He is bashful, but truly

he is a great man, and he bade me tell thee that he thinks thou art the sweetest maid in Plymouth colony; that he would marry thee; that——"

*Priscilla*: "Oh, why don't you speak for yourself, John?"

(Runs off. He runs after her.)

(Enter Dame Winslow.)

*Dame Winslow*: "Prudence! Priscilla!" (Prudence enters.) "Where is Priscilla?"

*Prudence*: "She is out behind yon tree with Master Alden. Priscilla!"

(Enter Priscilla and John Alden, much embarrassed.)

(Enter squaw with papoose. Squaw fingers everything on table. Sticks finger in pie.)

*Squaw*: "Ugh! Ugh! Heap much good!"

(Enter Miles Standish and his men, followed by Massasoit and his men. Indian boy sets large basket of popcorn down before fireplace.)

*Prudence*: "Oh, what—what is this?"

*Indian boy*: "Popcorn. Heap much pop. Put on fire. You see!"

(Popcorn dance.)

*Governor Bradford*: "And now, Miles Standish, are your men ready? Let us show Massasoit how bravely our few men can march."

(Military drill.)

*Indians*: "Heap much fine!"

*Governor Bradford*: "Truly, this is a wonderful day. May the white man and the Indian remain friends, and may the Spirit of Thankfulness always be with us, even when our little colony has become a mighty nation."

(Enter Spirit of Thankfulness. Spirits of Harvest circle around her. Dance, etc.)

(Curtain)

#### THE DEATH OF FRANKLIN K. LANE

MY DEAR MISS TIMBERLAKE:

I have just read in the evening paper that our former director and well-wisher Franklin K. Lane is dead. I recall him as a valuable member of the board of directors of the American Association and as a man of much usefulness in many fields.

I am sure you will make mention of our sorrow over his death at your earliest opportunity.

Sincerely yours,  
HARRIS TAYLOR,  
President, American Association to Promote  
the Teaching of Speech to the Deaf.

## PANACEAS

By GERTRUDE M. BEARD

THE PANACEAS for deafness, who shall recount that numerous, though essentially simple, list? Perhaps it is of little use, when we all know that service and courage and an interest in other people are the only sure foundations for any life that really conquers the great handicap.

But some of us have to grow into big things through little things, and so I am going to preach a little enthusiasm that is, nevertheless, one of the doors that can be opened out of a life shut in by deafness. Here with some trepidation I name it bluntly, baldly, in that awful bromide of a word—antiques.

Now that the worst is out, it still takes courage to go on, because it would seem as though enough ink had been spilt on the subject already. I have, however, a firm conviction that it is a wonderful subject for us who are deaf. The arguments follow, useless as they are to any one who has ever acquired the fatal habit of collecting. For him or her, no argument can smother or quicken that flame, once it has been kindled.

Let me begin from a social point of view. Like all the rest of us, I have had the common experience of going to theaters and concerts long after they ceased to be a pleasure, and of dreading evenings spent with strangers, because there was sure to be that horror of horrors, general conversation. Many a time I have gone out to dinner with a sinking heart, only to have that same dinner party transformed into a pleasure, because I spied a cabinet of old china in the corner and thereby found a delightful meeting-ground with my hosts. I have discovered that if any one wants to know your opinion about a thing, and if you have any opinion worth giving, somehow or other conversation will "go," ears or no ears.

Also many people are interested in the old things, people who are not collectors at all. My friends all seem delighted to see my "finds," and only this evening I have learned several very interesting things about glass from a man who is neither deaf nor a collector. After my

first question, when I discovered that he knew what he was talking about, I set him down before a whole table of glass, and conversation went briskly, gathering in everybody else in the room. My opinion is again strengthened, that a thirst for knowledge of the whys and wherefores of old things is a social asset.

As an artistic gratification, there can be no doubt that all beautiful things give pleasure; and since this artistic satisfaction can no longer come to us through the spoken word, the vibrant tone, why not let beauty of line and form and color in some measure take its place? This is, perhaps, self-evident; but do we half realize the history and the humanity that is part of every piece of old china or furniture?

When we possess a cream-colored pitcher with the delicate green deposit showing beneath rim and handle, we may not suspect that arsenic left that color in the glaze, and that many a workman has been crippled or blinded as he worked on these things we treasure; also we who are sorely handicapped would do well to realize that it was a physical infirmity that set Jonah Wedgwood on the path of greatness. It was his inability to throw the clay on the potter's wheel that made him dream of doing better things. So from the potter's apprentice there developed the real artist, the greatest potter of his age.

All through this fascinating story of English china and pottery of the 18th century, one finds clearly traced the course of English history. We discover how little the issues of the Revolution mattered to the ordinary Englishman. No sooner was peace concluded than the English makers flooded the colonial market with china which commemorated *our* victories, and to show for it we have the numerous portrait pieces of Washington, Franklin, and Lafayette, china dear to the collector and very dear in price. It is all a story interwoven with threads of lovely texture and color. Perhaps most vivid of all are the threads that pattern the story of our merchant marine and the ships from old Salem that brought

back many a tea-set from China and fought their way round the Horn into the bargain.

Every big or little collector (and I am a little one) has a fund of stories connected with his treasures, and here is where the humanity comes in. You may buy a pitcher and encounter all the Yankee qualities you hope you *don't* possess; you may make a friend for life. Often, too, you discover some good old soul in the country to whom you may be of some real use. It's all *one*: through it *you are brought into touch with people*.

I remember with a homesick longing the day we discovered that the Shakers were selling out. I knew the settlement from of old, but my visits had been made as a child with other children, jolting over country roads in a pony cart with the sole idea of buying Shaker peppermints. And such virile, strengthly peppermints as they were! Many a time a visit to the Shaker village has been followed by disaster, and I once had to forego the corn-roast given in my honor the next evening; for it was as a visitor in the village near by that I first knew the Shakers. Later M—— and her mother and I took up our summer abode in a bungalow on the hillside. It was here, when we first came back, that we received this great selling-out news from one of our afternoon callers. M—— and I exchanged excited glances, but it was some time before Mrs. S—— went.

At last, however, and with no more than ordinary courtesy, M—— and I sped the parting guest, the donor of that information, and we walked over to the Shaker village that very afternoon. We started late, took a wrong turn once, so that it was nearly 6 o'clock when we finally dipped into the valley and crossed the meadow stream that marked the beginning of the little settlement. It was September and a noticeable chill came over rich meadows at our left, though shafts of warm gold fell across our path as we walked between rows of maples and stopped at the door of the main house, the house of the little shop.

Eldress Josephine herself opened the door, and as she stood there, tall and grim, without the trace of a smile, I doubted the whole selling-out story from

start to finish and realized that it was probably just her supper-time.

I plunged in boldly and, supplemented by M——, who has rather a way with her, stated our case.

"Aye," said Eldress Josephine, her eyes very keen behind steel-rimmed spectacles, "I don't know as we have anything you want, but come in." M—— asked her politely about supper, as we stepped into the dark hall, while I tasted once more those large white wafers that used to be in the little room not ten feet away. But events moved quickly and I was roused from memory by the sight of Eldress Josephine getting into a real Shaker bonnet and wrapping herself in a large shawl. Then, with key in hand, she motioned us to precede her down the steps. We crossed the street to one of the houses where the sisters used to live. Here there were western windows, and sunlit emptiness lay before us as we opened the door; but there was an upper room, where were a few of the treasures that might be bought. We chose rapidly and easily—a tall maple rocker, rush-bottomed, two Shaker chests, a tiny light stand and, loveliest of all, a huge brass kettle with copper handles. Then our hostess called a halt; the other things in the room didn't seem to be for sale. We discovered afterward (when we had made many such trips) that she never sold too many things at one time. Whether she disapproved a too greedy spirit or whether she half liked "the world" knocking at her door now and then, I have never quite decided. I rather think it was the latter reason, because she admired a rose-colored sweater I used to wear. She really seemed to like it so much that only my sense of the fitness of things plus a respect for her superior size prevented me from offering it to her on the spot.

Anyhow, she was a dear, and from that first afternoon she showed herself much troubled by my deafness. She would ask M—— how it happened, how long I had been deaf, and then she would give in and show us the treasure-room, over the long assembly-room, in the meeting-house. And here there *were* treasures, though one of them consisted of a huge spinning-wheel completely decorated

with postage stamps put on in a design. But that day at the meeting-house and in the old herb-house is another story, and now we are just coming out of the sister's house, where our first purchases were made.

As we crossed the street M—— and I pinched each other quickly. There next the school-house door, glorified by the sunset, stood a Pilgrim table, and overflowing from a box on top of it was the most luxuriant mass of "Wandering Jew" I have ever seen. Near by stood a Shaker chair. With the sunset flooding the barnyard and meadows beyond, the whole scene was so lovely and peaceful that I felt suddenly that it ought to stand there always, in exactly the same setting. But cold reason prevailed. The Shakers were certainly going away, and I plunged in.

"May we have that table?"

"What," said Eldress Josephine, stopping to lean on her cane, "you want *that* old thing! *Forever!*"

Words cannot convey the I-give-it-up-ness of her tone, but we got the table, and she wanted very much to give it to us. It is a table such as they used in New England kitchens in the 17th century, and good white maple at that. I am ashamed to say that it is still a hardy old derelict, as we, too, have left it out of doors to face the storms as it has faced them for nearly three hundred years. Some time, however, it is going to be finished a soft brown and stand an honored housemate for the rest of its days.

But, oh! it *costs*, this restoring old furniture—and here is the chance for us who are deaf to learn to use our hands. That scorching summer we scraped and polished one of those Shaker chests and several tables and chairs. We put back the old brasses on the chest, and after hours (I mean days) of back-breaking work we produced a piece of furniture that any antique shop would be glad to show in its front window. Those of you who have read Margaret Baldwin's "Road to Silence" will remember that she says she has always had great respect for her two hands. I think that any one who is deaf and naturally hand-clever ought to use this ability to the limit. I am *not* clever with my hands and I don't

like to use them, but old furniture will get me at it, and I scraped well all that summer; and any one who has tried to scrape off red paint put on one hundred years ago knows that it is no small job.

But to get back to Eldress Josephine. As a result of our trips, she consented to teach a blind and deaf man of our village how to put in the beautiful rush bottoms of the old chairs. With his first lessons in Eldress Josephine's quiet sitting-room began his transformation from a moody, blind man to a cheerful, skillful man of business, who earns more than a little toward the family support. So much for bad ears and eyes and the sympathy they will arouse if the case is only rightly stated.

But, of course, all deals are not conducted on this charming, neighborly basis. A collector is supposed to have no conscience whatever, and when it comes to shops and dealers she hasn't. When I feel like jumping over the traces I just start on a tour of all the little shops in Boston with the firm intention of "doing a dealer." And, let me tell you, it is great fun. I think the best fun of that sort I have ever had was an encounter with a dealer in New Hampshire. He had some beautiful china, which he valued very highly, and some other china, neither beautiful nor valuable, for which he asked just as much. I told him frankly that the second tea-set was not Bristol, but very ordinary Staffordshire, and that he asked an absurd price for it. I gave him about all the information I possessed, whether he liked it or not, and then I spied an exquisite blue-and-white bowl. At that stage of my ignorance I didn't know whether it was English or Dutch Delft, but I knew it was very lovely.

"How much is it?" I hazarded with emotion concealed in my voice.

"Three dollars," said the burly countryman, giving me a side glance to see if I would fall for that. The bowl was cracked a little and the edge worn.

I swallowed my surprise.

"It's cracked, but I'll take it," was my hypocritical answer, and I have now in my possession a piece of genuine old Dutch Delft (O. K'd since by a real

connoisseur), besides the exquisite memory of having outwitted a dealer.

Perhaps this doesn't seem just the right note on which to end a plea for the holy enthusiasm of collecting as a help for the cross of deafness. I maintain, however, that just such an encounter helps put one on the map and helps nourish a sense of humor, besides the feeling that, though deaf, we can still hold our own against the world. And, as I have

said before, there is all the history that we care to learn as an essential part of the pursuit, and every phase of human nature unfolded at some turn of the game.

Finally, there is a purely artistic pleasure in beauty of line and form and color, in the appreciation of which our ears bear no part. But, after all, once the virus has taken, the enthusiasm accumulates with interest compounded, and then you can't stop it!

## JUNE, THE MONTH OF BRIDES

### A Lip-Reading Program for the Month of June

By LOUISE T. KLINE

**J**UNE, the month of brides and weddings! Who is not interested in all that goes with these? For, you know, "'tis love that makes the world go round." Indeed, some of these things are often the basis of many a spicy conversation and witty argument between members of the opposite sex, as was the case when a young man and woman were arguing about the alleged natural inclination of woman to deceive. He more than "rubbed it in"; she retaliated by a long recital of instances of men deceiving their wives. "I suppose," said he, "that you maintain a man should never deceive his wife."

"Oh no," she smiled back at him, "I shouldn't go so far as that. How would it be possible for the average man to get a wife if he didn't deceive her?"

And, as the story ends there, I suppose the young man remained discreetly silent! I am sure that even our fun-loving Mr. Ferrall himself (now, Mr. Ferrall, please don't be alarmed at that possessive "our," for I assure you we have no base intentions; besides, leap-year has passed away for another four years, you know) could have thought of no answer to that young lady's retort. At any rate, even though a man may have to deceive in order to get a wife, I imagine there will be as many weddings as usual this year in June. And so we all will be interested in the following class program:

At the opening of class ask each one

present to name something, or some one, usually associated with weddings. These may be written on the board as given. Among them will probably be the words "wedding ring," "best man," and "honeymoon." Tell the class that these three things of the present-day marriage really originated thousands of years ago from primitive marriage customs.

One of the earliest forms of marriage was marriage by capture. The man would go on the warpath, with one or two friends to help. Any woman who crossed his path he would capture and carry off to be his wife. The "best man" of today represents the friend of the primitive man who helped him carry off his bride! The wedding ring is a symbol of the binding tie when the woman was captured. Very often in such a marriage by capture the angry relatives of the bride would try to recapture her. In order to prevent this, the bridegroom would often run off with his bride and hide until the danger was past. The honeymoon of today, when the bridegroom and bride go off to be by themselves, is but a survival of this custom of primitive times of escaping the angry relatives by hiding.

Next on the program is the giving of the following interesting facts on marriages in England (compiled before the war). Each one is read to the class by a different pupil:



1. Only 15 out of every 1,000 inhabitants marry each year.

2. The average age of a woman when married is 25.

3. The average age of a man when married is 27.

4. In every thousand of men who marry there are 861 bachelors and 139 widowers.

5. In every thousand of women who marry there are only 98 widows, while 902 are spinsters.

6. One-half of all the women between the ages of 15 and 45 are unmarried.

7. The married women live longer than the single women.

Although our marriage ceremony is either religious or civil, in some parts of the world it is very odd. In Brazil sometimes a man and woman may be married by drinking brandy together, while in Japan some couples are married by drinking so many cups of wine. In some parts of the world the ceremony consists of eating from the same dish. Among the Hindus the joining of hands may be a marriage ceremony. In Scotland a man and woman could, once upon a time, be married by the same means, and it was called "hand fasting."

How many class members know all of the wedding anniversaries? Ask for volunteer responses for each as you give the number of the anniversary year. This list will enable the teacher to supply any which may not be known or happen to be incorrectly given:

#### WEDDING ANNIVERSARIES

1st. Cotton.	15th. Crystal.
2d. Paper.	20th. China.
3d. Leather.	25th. Silver.
5th. Wooden.	30th. Pearl.
7th. Woolen.	40th. Ruby.
10th. Tin.	50th. Golden.
12th. Silk.	75th. Diamond.

There are many superstitions concerning love and weddings. These will evoke much laughter because of their improbability:

If a man writes a love letter in pencil to a girl, it is a sign they will never marry.

If a bride receives a letter from a former sweetheart on her wedding day, she will be unhappy.

If you receive a proposal by mail, open the letter out flat, then fold it nine times, put it under your pillow in an old glove, and sleep on it. You will dream the answer you ought to give.

To burn letters from a sweetheart is bad luck; tear them up.

Don't mail a love letter on Sunday or you will have a dispute with your lover.

An old superstition is that the bride must tear up every letter containing proposals of marriage into pieces no larger than postage stamps, and have them thrown into the fire by some one else or evil spirits will haunt the home she is to make her own.

Keep one of your love letters in your shoe and your sweetheart will be true to you.

A letter received from a devoted friend on your wedding day is a good omen.

These superstitions may be given by two class members (or more), taking turns in giving a superstition to the rest of the class.

On slips of paper are written the following names:

bridegroom	minister
bride	bridesmaid
flower girl	matron of honor
best man	

Hand them out to the class members (as far as they will go), saying that they are the names of those who have a part to play in the marriage ceremony. Ask a question fitting for each. The pupil holding the right name should rise and answer the question.

Question for the groom:

How long a honeymoon would you like to spend with your bride?

For the minister:

Do you believe in omitting the word "obey" from the ceremony?

For the bride:

What would you do if your husband read the newspaper at the breakfast table the morning after you were married?

For the flower girl:

What kind of flowers would you prefer to carry?

For the bridesmaid:

What would you do if you stepped on the bride's wedding veil as she was approaching the minister?

For the best man:  
 How would you feel if the groom had forgotten the wedding ring?  
 For the matron of honor:  
 What part does the matron of honor play in a marriage ceremony?

As a close to the program ask the members of the class to give us the names of some of the old familiar love songs. Ask (after a number have been given) if any of them know which is often called

the sweetest love song in the world. It is "Annie Laurie" (write this on the board). Repeat the first verse to the class—almost every one can follow it, as it is well known:

Maxwelton's braes are bonny  
 Where early fa's the dew,  
 And 'twas there that Annie Laurie  
 Gave me her promise true.  
 Gave me her promise true,  
 Which ne'er forgot will be,  
 And for bonny Annie Laurie  
 I'd lay me doon and dee.



"He had a store  
 Of friends and fortune once, as we could guess  
 From his nice habits and his gentleness."—*Shelley*.

**D**EAR FRIENDS: This is often our little prayer:

"Oh, wad some pow'r the giftie gie us  
 To see oursel'es as ithers see us."

We are sensitive about our "difference" from other people, and we sometimes wonder how we appear to them. We try hard to get out from ourselves and to look at ourselves from the outside. We wish some kind friend would tell us, with the frankness that does not hurt, of our appearances and manners. Have we acquired peculiar idiosyncrasies which should be eliminated? You know how the husband of the fat lady is constantly being interrogated. Whenever she sees a somewhat stout lady coming towards them, she whispers frantically, "John, do I look like that?"

I am going to tell you how some of the people who are deafened *do* appear to others, and when you gaze into this mirror look carefully and see if you can

behold yourself. I shall show you the reflection of Truth.

There is a lonely woman who has been sent many adversities in life beside the handicap of deafness. Until she was twenty or so she had every advantage that her parents could bestow upon her. Then suddenly she was thrown upon her own resources, which were very few, for music, travel, riding, dancing, and highly social affairs are not advantages which may be turned into profits when one becomes deafened. It was only another sad case where fond parents had failed to provide for a possible contingency hidden within the hand of Fate. She tried one thing after another—nursing, dress-making, housekeeping—and because she was inexperienced and there were many who were better trained, and also because she was very deaf, she did not succeed. When I knew her she was very lonely and unhappy. She had almost completely lost the power of concentra-

tion and lacked the ability to do any one thing well. She was fidgety, jumpy, picking up this, rushing to that, forgetting what she had started out to accomplish. She could hear only a very loud voice, but she dreaded missing a word. She watched personal conversation suspiciously. She regarded friendly banter and laughter among others with tears in her eyes. She would thrust her hand behind her ear and strain to catch every word of a dull prosaic stretch of table talk. She was using up all her energy, and it was wearing her out completely.

Are you releasing your nervous energy into a thousand useless channels, or have you utilized your forces to some good purpose and thereby retained your dignity and poise?

Do you try to bluff off your deafness? I find that the most conscientious of us are doing that. But watch out, my friend; it will lead you into the ways of embarrassment, if not worse. I introduced a friend of mine, who is one of the best lip-reading teachers in this country, to my father. He had heard of her often before and I had read portions of her splendid letters to him. So he said, "Aren't you the lady who writes such clever letters to my daughter?"

"Yes," she replied, smiling.

"They are very clever," he continued.

"Yes," she said, nodding her head, "very." Being the most modest of ladies, and not at all addicted to "tooting her own horn," she had had no idea what she was saying.

Look at what I did. A gentleman called me up on the telephone one evening and said, "My mother wants to speak with you." I had met his mother only once and her voice was unfamiliar, so that I missed most of what she said. Soon I began to realize that she was asking me a question.

"Yes," I said; "yes, indeed."

"Mmmmm"—a rumble of sounds and now and then a word, "five o'clock," "be all right," "Dick," "very much."

Thinking myself pretty clever with clue words, I thought, "She wants to call with Dick tomorrow at five o'clock."

"Yes," I said, "that will be fine."

Distance from the telephone brought me doubts. What *had* I promised? I told my mother about it, fortunately,

and she insisted upon calling up and verifying the matter. Of course, she had to tell of my mistake! It was well that she did it, too, for the request had been an invitation for an all-day automobile ride in the country, to return at five. And I had very important duties that day, with many people depending upon me to *stay right where I was!*

Bluffing may become a deadly enemy. It may lead you into accepting or rejecting important business propositions, social engagements, appointments, marriage proposals (!), and to missing the grave announcements of birth, illness, or death.

Do you know the men and women who are so deaf that they must constantly use their hands as ear-trumpets? Have you noticed the facial expressions that accompany the habit: protruding eyes, lips more or less (usually more) parted, muscles drawn tightly, an expression of intense anxiety? Such people generally sit so close to the edge of the chair that I tremble for fear they will suddenly sit off—upon the floor! They have a great deal of my sympathy, but also a little wonder. They usually refuse to buy an instrument to aid their hearing because of the embarrassment it would cause them to wear it. They say, "I *can* hear without one. Therefore why should I buy one? I am saving that for a last resort." This same excuse is offered by those who have not studied lip-reading. They don't need it—*yet!* What would happen, I wonder, if a great mirror should suddenly flash up before them and they should see *themselves* reflected therein?

We are so used to criticizing our hearing friends for nodding their heads, turning away from the light, exaggerating the movements of their lips, or not allowing them flexibility; for talking loud, soft, fast, or slow. Did you ever stop to think that they may be slightly embarrassed to have your eyes fixed immovably upon their mouths? They may be eager to help you, but this unaccustomed situation causes them discomfort and self-consciousness. They may be trying to make every effort to make it easier for you to understand them. I have seen deaf people constantly interrupting impatiently, "Don't nod your head," "Don't

talk so loud," "Your mouth is so 'stiff' that it is almost impossible to read it," in a manner that does not stop short of rudeness. Let us be generous and courteous always.

Do you have a tendency to monopolize the conversation? I know that it is not because you think that what you are saying is so noteworthy as it is because you want to "kill time" and prevent the person to whom you are talking from saying things that you know will be difficult for you to hear. You must remember, however, that a one-sided conversation becomes very monotonous and uninteresting, and that the habit may cause you to become a deadly bore. I know a deaf lady who often makes very interesting remarks which provoke questions for more information from her hearers. But as soon as she sees them open their mouths she waves them aside as if she had read their thoughts by some psychic process and knew what they were about to say, and proceeds with her story without giving any answer at all to the unspoken question. This same lady uses a long tube (when she does sometimes listen), and when she condescends to let you speak into it will most likely snatch it out of your hands before you have half finished, or else take her end of it out of her ear and you find yourself talking down a hollow tube to the "lambent air." This may lead to frequent errors. For example, supposing she should ask, "Can you come up to my house this afternoon?" and I replied, "I should like to very much, but I have another engagement." If she should remove the tube before the "but," whose fault would it be if no visitor appeared that day?

Just one last picture before you lose all patience with me. Are you constantly appealing to other people's sympathy by a recital of the history of your deafness and all the trials and tribulations it has brought upon you? It is a woeful tale and very wearing upon the emotions of your hearers. What can they say to comfort you—they, who have never had the "affliction" themselves? What do you want them to say? Would it not be better to have them leave you with the thought, "What a bright, happy woman she is in spite of her handicap! She has such a keen appreciation of beauty, is so

well-informed, and has a saving sense of humor. I love to hear her talk!" rather than "Poor woman! I'm sorry she's so unhappy. I believe I'd almost rather die than be deaf like she is. Let me see, where does that clever Mrs. Brown live?"

Besides, there is another special person to whom you may tell all these things—some one who has always been hard of hearing, and therefore has been through many of your experiences and understands—waiting to comfort and cheer you, to advise and be advised by you, to suggest some new ideas for profit or pleasure, and to receive such ideas from you that she may pass them on to others. In three words, *she loves you*—and that is why she has become The Friendly Lady.

Now I have a few little things to speak of before closing. Do you know any one in or near Chicopee Falls, Massachusetts, or in Brooklyn, New York, who is hard of hearing and would like to practise lip-reading with some one else who is also deafened?

I have been told that Detroit, Michigan, needs a league for the deaf to meet a desire for sociability and that a teacher of lip-reading would find a profitable practise there. My informant told me that the city had one very good school, but was still in need of another.

The attractive drawing at the head of this article was executed by Miss Dorothy Raymond, of Brookline, Massachusetts, and we are very proud of it. As you may see, the two girls are absorbed in reading the Round Robin letters, which go to each Correspondence Club member. The club is constantly increasing its membership. It welcomes men and women, both young and old and in between. One young man asks me to make "a pointed request" for more masculine members. How is it done? Well, *every one* is cordially invited to join!

Yours for Truth, Self-Improvement, and Happiness,

THE FRIENDLY LADY,  
35th St. and Volta Place,  
Washington, D. C.

Please don't omit that stamped, self-addressed envelope when you want a personal reply.

## THE HEAVENS\*

By JAMES COFFEE HARRIS

### THE STARS

Twinkle, twinkle, little star,  
How I wonder what you are;  
Up above the world so high,  
Like a diamond in the sky.

**C**HILDREN WONDER what the stars are. A long time ago grown people did not know, but now we do know what the stars are. We know what they are made of. We know how big they are. We know which way they are traveling.

know that there is iron in some of the stars. We know that there are gases in all the stars. We know that there are the same things in the stars as is in the air and in the water and other things on the earth. We know that the stars are made of the same things that the water is made of and that the rocks are made of. The earth is made of 92 different kinds of matter, different kinds of atoms.



THE STARS AS SEEN IN A TELESCOPE

Each white dot is a star.—*Popular Science Monthly*, September, 1915.

We know how fast they go. We know which stars are young and which stars are old.

We know that the stars are made of the same things that the earth is. We

We have found nearly all of these 92 different kinds of matter in the stars.

We have two instruments through which we look at the stars. One instrument helps us to tell what the stars are made of. With this we can tell what gases are burning in a star to make it shine. This instrument is the spectroscope. (Mr. Harris wrote on the board the word spec-

\*Astronomy for children. Presented to the older pupils of the Georgia School for the Deaf by James Coffee Harris, superintendent, January, 1921. (Stenographic report.)

troscope and he told many things the instrument showed us.) The other instrument is the telescope, a picture of which I show you. It enables us to see stars that our eyes cannot see and it shows us many things. The best telescopes divide distances away by 3,000; they seem to bring things 3,000 times nearer to us.

I have told you what the stars are made of. If you will look at the stars closely you will see many colors in them. Some stars are red, some stars are blue, some are yellow, some are bluish white and some are yellowish red. Now we know that the white stars are the young stars. They have not been made very long as compared with the red stars, which are old stars. After awhile the red stars will stop shining, when they are very, very old, and then you cannot see them from here. There are many dark dead stars that we cannot see; yet we know they are moving in the sky. We know this because sometimes one of them gets between us and a shining star and shuts off the light of that star.

The sun is just one of the stars. It seems so big because it is so near us. The stars seem so little because they are so far away. Many of the stars are bigger than the sun. The sun is ninety-three million miles away from here, but the nearest star is 25 trillion miles away from here.

There are hundreds of millions of stars. On a clear night when you look up at the stars you can see only four thousand stars. Some stars are very bright because they are not so far away as other stars. Some look very bright because they are very big. We now know the size of many of the stars. We now know how many miles some of the stars are from the earth. Remember, the sun is just one of the stars, but it is so near us compared with other stars that it gives us the light of day. We cannot see the stars in the daytime, but they shine in the day as well as in the night. When our earth turns over, so that we cannot see the sun, it is dark, and then we can see the stars. The light of the sun is then shut off.

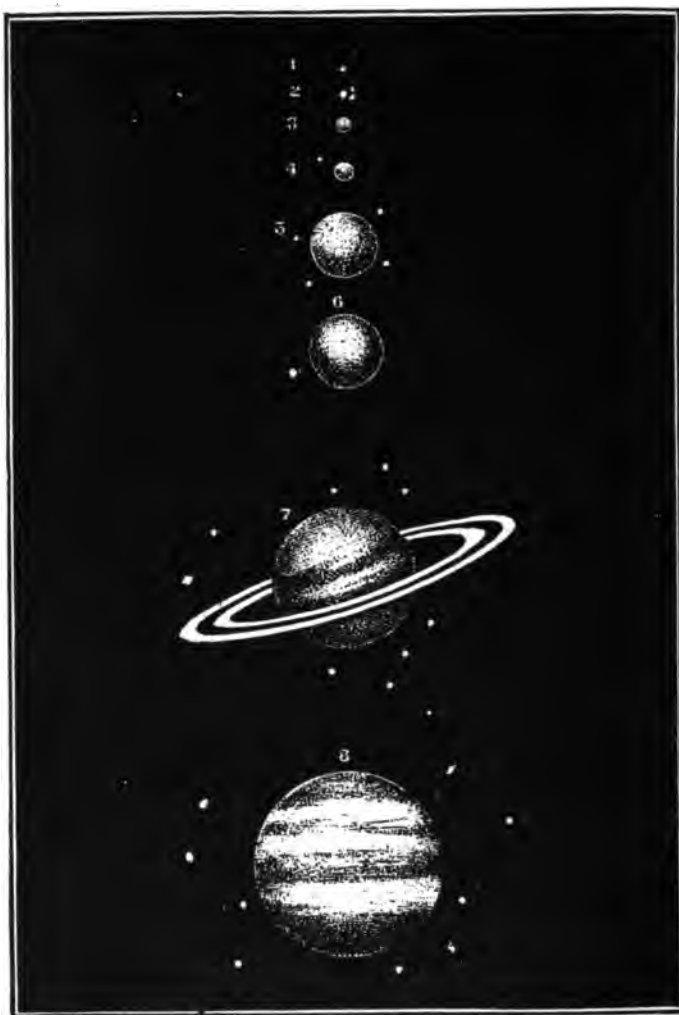
### THE PLANETS

This star of ours, the sun, has a family of children, and the children stay around this star like children stay around their father. These are called planets. They go around our star, the sun, and stay around it. They keep their different distances away from the sun. These planets belong to the sun. The sun goes through space at the rate of twelve miles a second. Some of the stars move through space as fast as 200 miles a second. Some stars move very fast and some very slowly. The white stars travel slowly, the red stars travel fast. The sun is yellowish red and is not as old as some stars. Therefore the sun does not travel through space as fast as the very red stars. As the sun moves on, he drags all his children, the planets, with him. All the planets go around the sun as he moves on.

There are eight of these planets which we call the children of the sun. Some of these are large and some are small. They are all shaped like the sun and they go around on their axes like the sun. They spin around on their axes from west to east. This makes day and night on each

of the planets. The names of these children of the sun are, in the order of their distance away from him, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. (Mr. Harris then wrote the names on the board and had the pupils repeat the names of the planets.) Between the orbits of Mars and Jupiter are many globes too small to be seen with the naked eye. They are called planetoids. They also go around the sun. The sun is the father and these planets are the children, and he carries the children along with him as he rushes through space.

Would you like to know how these planets were made and why they all go around the sun? I will tell you what those believe who know the most about it. A long time ago a great star passed very near our sun, which is so hot that it is all liquid and gas. Its light comes from burning gases. When the great star was very near the sun it drew the sun toward it so strongly that great quantities of the liquid and gaseous body of the sun shot out toward the star. Some of it went so far from the sun that it



COMPARATIVE SIZES OF THE PLANETS AND THE NUMBER OF THEIR MOONS

- |                     |                        |
|---------------------|------------------------|
| 1. Mercury—No moon. | 5. Uranus—Four moons.  |
| 2. Mars—Two moons.  | 6. Neptune—One moon.   |
| 3. Venus—No moon.   | 7. Saturn—Nine moons.  |
| 4. Earth—One moon.  | 8. Jupiter—Nine moons. |

*From White's Astronomy.*

could not get back, but it had to stay where it was. It was balanced by the pull of the star, which had drawn it out, and the pull of the sun, which always draws it back. This makes it go around the sun. Most of this matter that left the sun to follow the passing star finally drew together as eight different globes, which are our eight planets. Some of these have moons which go around them. Mercury has no moon. Venus has no moon. The earth has one moon. Jupiter has nine

moons. Saturn has nine moons and Saturn has also some rings around it. If you look in the telescope at Saturn you will see the rings and nine moons shining around him. It is a very beautiful sight. Uranus has four moons. Neptune, which is farthest away from the sun, has one moon.

Some of these planets move around the earth very fast and some very slowly. (Mr. Harris showed the children with the planetarium how fast the planets went

around the sun, naming each planet.) A year is the time it takes for the earth to go around the sun. A year on any planet is just how long it takes that planet to go around the sun. A year in Mercury is 88 of our days. A year in Venus is 225 of our days. A year on the earth is 365 days. It takes Mars 1 9/10 of our years to go around the sun. It takes Jupiter nearly 12 of our years to go around the sun. It takes Saturn 29½ of our years to go around the sun. It takes Uranus 84 of our years to go around the sun, and it takes Neptune 165 of our years to go around the sun. The farther away from the sun a planet is, the longer

All these planets move in the same direction around the sun. They all turn on their axes just as the earth does, from west to east. The sun also turns around from west to east. The sun turns on its axis and the earth turns on its axis. It takes the sun 25 days to turn on its axis, because it is so big. It is 864,000 miles in diameter. Our earth is nearly 8,000 miles in diameter and it turns on its axis every 24 hours. The sun is more than a million times as big as the earth. If it were hollow, it would hold more than a million earths.

Remember, the earth's diameter is nearly 8,000 miles. The diameter of

Planet.	Diameter in miles.	Distance from sun in millions of miles.	Degree of inclination of axis.	Time of rotation on axis.	Time of revolution around the sun.	Density compared with water.	Number of moons.
Mercury ..	3,020	36	-----	88 days.....	88 days.....	-----	0
Venus.....	7,700	67.2	-----	225 days.....	225 days.....	4.8	0½
Earth.....	7,920	93	23.5	23 hrs. 56 min.	365 ¼ days...	5.58	1½
Mars.....	4,230	141.5	25	24 hrs. 37 min.	687 days. ...	4.01	2
Jupiter...	87,000	483.3	Small....	9 hrs. 55 min.	11 ⅞ years..	1.33	9½
Saturn....	73,000	886	25	10 hrs. 13 min.	29 ½ years .	.72	9
Uranus....	31,900	1,782	Large....	Unknown.....	84 years.....	1.22	4
Neptune...	34,800	2,790	Large....	Unknown.....	165 years....	1.11	1½

it takes it to go around the sun. The earth, you remember, is 93 million miles from the sun. (Mr. Harris showed the children the planetarium again and showed them how the planets travel.) Neptune is nearly three billion miles from the sun. If you were to start to Neptune and go a mile a minufe, it would take you 5,000 years to go to Neptune. It would take you 700 years to go to Jupiter. It would take 5,000 years to go to Neptune in an airship. You could not go in an airship from the earth to a planet because the air does not exist much higher than 100 miles above the earth. Beyond that there is no air, but empty space, till you reach a planet or a star.

Mercury is just a little more than a third of the earth's diameter. Venus is nearly as big as the earth. The diameter of Mars is a little more than half that of the earth. The four planets nearest the sun are very much smaller than the four planets farthest from the sun. The diameter of Jupiter is eleven times that of the earth, Saturn nine, Uranus four times, and Neptune a little more than four times.

If you were to weigh all the planets, you would find that the sun would weigh 744 times as much as all of them together. We know how much these planets weigh. We know how much the sun weighs. The earth weighs six sextillion tons. The sun weighs 330,000 times that much.



THE PLANETS ON THE SURFACE OF THE SUN, SHOWING THE RELATIVE SIZES OF SUN AND PLANETS

The black band represents a belt across the sun, whose diameter is 865,000 miles. If the sun were a hollow sphere, it would hold more than a million spheres the size of the earth. (From Lessons in Physical Geography. Copyright, 1901, 1916, by Charles R. Dryer. American Book Company, publishers.)



Some of the planets, like the earth, do not shine. The light on them comes from the sun, except a little light at night which comes from the moon and stars. (Mr.

Harris showed the pictures of the planets on a black space, which gives an idea of the size of the sun and the sizes of the planets).

### THE MOON

It would take 81 moons to weigh as much as the earth. The diameter of the moon is 2,160 miles, which is but little more than one-fourth the diameter of the earth. The moon is going with the earth around the sun. The moon is also going around the earth.

The moon goes around the earth in 29½ days. It also turns on its axis in 29½ days. It stays 240,000 miles from the earth. It keeps the same part of its surface always toward the earth. This makes the face of the moon look always the same. Because the moon goes all around the earth and turns all around on its axis in the same time, we always see the same half of the moon. You can understand why this is if you will face a person and then, by stepping sideways and keeping your face toward him and staying the same distance from him, you walk in a circle around him. He cannot see your back. So, because the moon turns on its axis in the same number of days it takes for it to go around the earth, we always see the same part of the moon. Nearly half the moon is forever hidden from our sight.

The moon is only about one-fourth of a million miles away from us. The sun is ninety-three million miles away—nearly four hundred times as far. With the best telescopes we see the moon as if it were only eighty miles away. It has no air or water on it. It has no living thing on it.

We see many mountains and we see shadows of these mountains when the sun is shining on them. We see inside the top of many large volcanoes that do not now burn. The moon is cold and dark, except on the part where the sun is shining. Moonlight is sunlight reflected by the moon. The only part of the moon that we see is the part facing us, that is getting the sunshine. When the whole of the part of the moon facing us gets the sunshine, it is full moon. When only a small part of the part facing us gets the sunshine, it is new moon or old moon.

Remember, it is 29½ days from one new moon to the next. The side of the moon facing us gets after new moon a little fuller of sunshine every day till full moon, and it is then seen after sunset at a place in the sky farther toward the east than it was the night before. The moon waxes, that is, the shining part grows larger every day, from new moon until full moon. After full moon the part of the moon facing us gets a little less of the sunshine. The moon wanes, that is, the shining part seen by us grows smaller every day, between full moon and the night before new moon. The moon is between the earth and the sun at new moon. The earth is between the moon and the sun at full moon.

"Yon moon that, rising, looks for us again,  
How oft hereafter will she wax and wane?  
How oft hereafter, rising, look for us  
In this same garden—and for *one* in vain?"

### THE ZODIAC

As I told you, every clear night you can see with your naked eye all the planets except Uranus and Neptune. You will find them all in the part of the sky that is nearly above the earth's equator. The narrow strip of the sky in which all the planets stay as they go around the sun is called the zodiac. This zodiac is only sixteen degrees wide. It is only about one-eleventh as wide as all the sky which you can see at one time. It is the path of the planets as they travel from west to

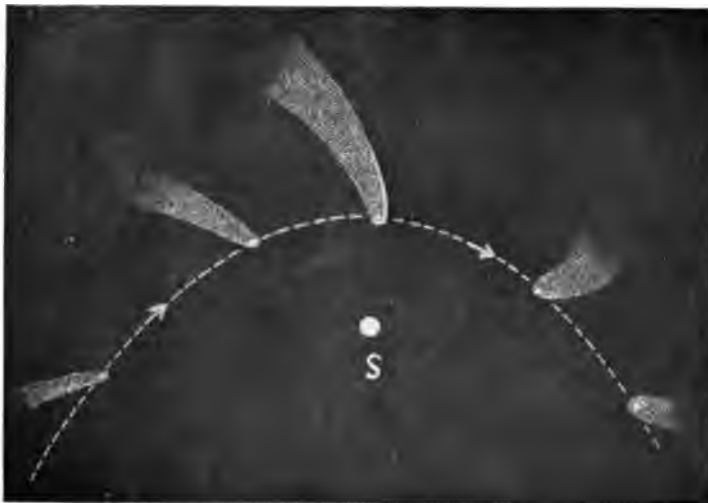
east in the sky nearly over the earth's equator. If you look at this part of the sky you can see five stars that do not twinkle. These are the five planets. All of them except Mars stay near the middle of the zodiac. Mars is sometimes near the edge. The planets change their places in the sky every day, as they move around the sun. All the stars seem to stay in the same place for thousands of years, but we know they really are moving. Only the planets seem to change their places.

## THE MILKY WAY

The sun is near the center of the space inhabited by stars. The Milky Way is a broad, irregular strip of dim light, to be seen every clear night across the skies. Looking toward the Milky Way, we see where most of the stars stay, many of them too far away to be seen even with a telescope. All the stars not in the Milky Way can be seen with a telescope. A box big enough to hold all the space where there are stars would be in the shape of a very flat watch. The circumference of this great box would be around the Milky Way. The diameter of this vast space that takes in the farthest stars is about two hundred quadrillion

miles. The thickness of this star-inhabited space is only about one-tenth as much, about twenty quadrillion miles. Outside this watch-shaped part of space where the stars stay there is nothing that we know of. It may be that there are other systems of stars whose light cannot reach us, because they are so far away that the light from them is shut off by the many little particles of matter scattered here and there in the space between us and them. There are in the sky some patches of dim grayish light that may be just a little light that comes through from other systems of stars like ours. We do not know this. We can only guess.

## THE COMETS



COMETS' TAILS LAG BEHIND THE LINE JOINING THE SUN (S) AND THE COMETS' NUCLEI

Orbital motion is carrying the nucleus of the comets to the right.—*Scientific Monthly*, December, 1916.

(Mr. Harris showed the children a picture of a comet.) The comet looks like a star with a long tail or banner. This comet goes around the sun just as the planets do. There are 400 comets that we know of which go around the sun. The men who study the stars know when to look for each of these comets. The tail of the comet never points to the sun, but points away from the sun, because the sunlight strikes against the thin material which makes up the tail of the comet. The wave of the sunlight drives

the tail of the comet back behind the head and away from the sun. The head of the comet is made of many small bodies, that once rushed together as they were wending their way around the sun, and now they pull together and stay together while they go around the sun at the same time. Some of the bodies that make the head of the comet are much heavier and larger than other bodies in the head of the comet. When the bodies that make the head of the comet get wide apart it is no longer a comet. Thus comets are born

and comets die. The comets may be called the wayward children of the sun. They go far away from their birthplace and get into trouble. They get mixed up with the planets and some of them fall into the sun, and then they become a part of the sun, as a drop of water falling into

the ocean becomes a part of the ocean. The matter that makes up the comets, like that which makes up the planets, was once in the sun and was pulled away from the sun by a passing star a long, long time ago. It has been going around the sun ever since.

### THE METEORS

When you look up into the sky at night you sometimes see a streak of light suddenly appear. You will see what looks like a star falling in the sky. It looks like a star shooting across the sky. It is not a star. As you know, the stars are very, very far away—trillions of miles away—and these things that you see, which look like stars, are in the air just above us, less than 100 miles away. These things that look like stars are not stars, but they are meteors. These meteors are rocks that were once far above the earth. Some are very small and some are larger than this room. They make a flashing in the sky because they fall on the earth very fast; and when they strike the air they make a streak of light, the same way as when you hit a piece of iron with a rock you see sparks of fire come out. When these rocks that were above the air in the sky come down to earth very fast they strike against the air and this knocks sparks of fire out of them.

Meteors are not falling stars; they are just rocks—some big ones and some little ones. There are many of these rocks in the sky and they fall to the earth as meteors every day. A great many of these rocks that are up in the sky are rocks that were once traveling together as comets. When too near the sun the rocks would pull apart; they would pull farther and farther apart every time they passed near the sun, and after awhile there would be no comet. When these rocks that were once in comets fall, some

of them go through the air entirely to the earth and they make great holes in the ground. I have seen many meteors that have fallen to the ground. Some of them I have seen are one-tenth as large as this room. You can see many of them in a New York City museum and in the Washington City museum. They are made of the same matter as rocks on the earth. When Peary was trying to find the North Pole he found a big meteor rock near the Arctic Circle, and he put it in his ship and brought it to New York City. It was a rock that had made a flashing light in the sky, perhaps many years before Peary found it.

Some of these meteors make a very brilliant path through the sky. Some of them burst with a loud explosion. I will tell you about one of these exploding meteors. On the second day of August, 1860, about 10 o'clock at night, a great ball of fire about the size of the full moon came suddenly in sight to people living in northeastern Georgia and went northward, exploding over the southern boundary line of Kentucky. It was seen over an area 900 miles in diameter. The length of its path in the sky was 240 miles, which it went in eight seconds, about 30 miles a second. When it was first seen in Georgia it was about 82 miles above the earth's surface; when it exploded in Kentucky it was about 28 miles high. Sometimes after these explosions many of the broken parts fall to the earth.

### THE NEBULÆ

(Mr. Harris showed the photograph of stars.) You see many white dots. That is the photograph of what you see when you look through a telescope into the sky. Instead of seeing a few stars, you see many thousand stars. Each one of these

bright dots is a star. You will also see white patches in the sky. These whitish patches will perhaps become stars after awhile. (Mr. Harris showed a photograph of a nebula.) See one of these large gray patches. There are several

hundred thousand of these gray patches that are seen through a telescope. One is called nebula and two or more of them



FROM PHOTOGRAPH IN COMSTOCK'S ASTRONOMY—  
(D. Appleton & Co.)

are called *nebulæ*. (Mr. Harris wrote the words "nebula" and "*nebulæ*" on the board.) Stars are born from them.

This is the way a nebula appears in the telescope. You can hardly see it with the naked eye. In the telescope it looks like a vast whirlpool of whitish matter that is glowing with light. We can see a large mass in the middle and some thickened rounded places. These are contracting to be globes, and they will draw into themselves all smaller bodies of matter near them. The large mass in the middle will become a large star. The central rounded masses will become other stars, but perhaps not so large. It was in this way that our sun was made. A vast nebula drew together to form a star. The light from the nebula in the picture (Andromeda) tells us that it is made of the same kind of matter as we find on the earth. The spectroscope tells exactly what gas is burning to make the light that comes from a star, or a nebula, or a comet.

### THE STARS MOVE

As I told you, all the stars are moving, the red stars moving fast and the white stars moving slowly. These stars do not all move in the same direction. Many stars are moving in the same direction, as if they belonged to the same stream. There are several different streams of stars moving in different directions. Sometimes the stars pass so close to one another as to pull away parts of one another, and sometimes they come together and cause a collision, like two engines meeting. When two stars meet, both are destroyed, and the stuff they are composed of spreads out many millions of miles. That becomes a nebula, and glows in the sky as a broad white patch. The scattered matter that makes up the nebula will draw together in globes or balls and each one of the globes or balls will become a star. Some stars are born this way. At first, all stars are white stars. These stars keep shining millions and millions of years and after awhile

the white stars become the red stars and then after a long while they become dark dead stars. All stars keep moving on through space unless they strike another star. When stars hit each other, as I told you, they become a nebula, and the scattered material of every nebula draws together to become a globe and thus becomes a star. Sometimes one nebula will make several stars.

At night when you look up at the stars you will see some white and some red stars and you will find some whitish patches that I told you are not stars, but are called nebula. Remember, there are many hundred million stars. There are more than three hundred thousand *nebulæ*. Some of the *nebulæ* are being made into stars. Some of the whitish patches in the sky are thought to be light from other systems of stars, other universes, so far away that our telescopes cannot see their separate stars.

### HOW THE PLANETS APPEAR

You will see that almost all of the stars twinkle—that is, they sparkle and seem to shake. They are far more beautiful

than diamonds. Look tonight toward the west, just after sunset, and you will see a big star, but it does not twinkle—that is,

it does not sparkle. This star shines with a steady light. There is enough light from that star to make an object on the earth cast a shadow. Sometimes you can see that star in the daytime, it is so very bright. But it is not a star at all. It is Venus, which, you remember, is one of the planets. It will change its place and be the morning star in a few weeks. Then it will come to be the evening star again. The light from planets does not twinkle. If the light of a star twinkles, it is really a star as big and bright as our sun, but so far away it looks like a point of light. If it does not twinkle, it is a planet. All planets move about through the sky. They go around the sun. So you can tell a planet from a star in two ways. The planets do not twinkle and they move their places in the sky.

Venus is now the evening star and the morning star is Jupiter. Saturn is very near Jupiter just now. You cannot see the planets Uranus and Neptune with the naked eye, because they are so far away. Neptune is nearly three billion miles away. We can see Mercury, Venus, Mars, Saturn, and Jupiter every night. These five planets and the sun and the moon, seven in all, are the only things that we see in the heavens that seem to move. Although the stars move, they do not seem to move, and we call them fixed stars. These five planets and the moon and the sun are seen to move.

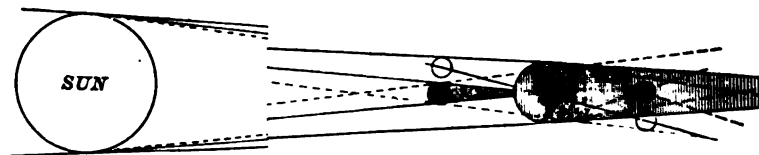
A long time ago people—the Egyptians and the Babylonians—thought that these

wandering planets and the sun and the moon were seven gods, and that they helped us sometimes and hurt us sometimes. Because the people thought they were gods and could help us or hurt us, the people would make burnt offerings and prayers to these heavenly bodies. One day they prayed to the sun, the next day to the moon, and so on until prayer was made to all the seven gods in the sky. We now call the day Sunday on which they prayed to the sun, and the day on which they prayed to the moon Monday. Saturday is the name of the day they prayed to Saturn.

There were seven of the heavenly bodies, five planets and the sun and the moon, that they thought were gods, and they would make sacrifices to them, so that once in every seven days every god in the sky was worshiped. These people thought that seven gods were looking down on them, and if the people were good, the gods would know it, and if they were bad the gods would know it.

We now know the truth about the heavens and the sun and the moons, and we laugh at those old-time people, who lived four thousand years ago, because they thought these planets were gods. We now believe there is one God, who makes all these things, and we pray to one God, but we cannot see Him. We cannot see God, but we believe that He lives in the stars and in the planets, in the sun and in the moon and in everything. We believe that He lives in us.

### THE ECLIPSES



The stars draw one another. The sun draws the planets, and they draw the sun. The sun and his planets draw the stars. We call this gravitation. This makes every star and planet keep its place. It makes the moon go around the earth. It makes the earth and the other planets go around the sun. Sometimes the moon gets between us and the sun. This makes an eclipse of the sun. Sometimes the earth gets between the moon and the sun. This makes an eclipse of the moon, be-

cause it makes the shadow of the earth fall on the moon. We know the very minute of the days when all the eclipses will occur.

"There's a dial in the garden,  
And the sun is keeping the time,  
A faint slow-moving shadow,  
And we know that worlds are in rhyme;  
And if the shadow should falter  
By as much as a child's eyelash,  
The sea would devour the mountains  
And the worlds together would crash."

## FLOATING ON THE WINGS OF SILENCE WITH BEETHOVEN, KITTO, AND EDISON \*

By JOHN A. FERRALL

A WAKENING in the middle of the night and finding difficulty in getting to sleep again, a little girl insisted that her mother tell her a fairy story. The mother turned on the light and looked at the clock. "It is now half past one," she said, "and too late for me to tell you a fairy story." Then she added: "But never mind. Your father will be getting home soon now, and he will tell us both one!"

The stories I am about to tell will sound like fairy stories, but they are true, though somewhat shopworn. The only object in retelling them is because of their power to lend strength and encouragement to those who tread the pathway of silence. For these stories are the stories of three of our comrades who have not only made their way in the world of men, but who have reached the very summits in three distinct fields—music, literature, and invention (commerce).

To take them chronologically, I shall speak first of Beethoven. Most people know that he was deaf; that he became deaf in adult life; but few, apparently, realize that his best work was done *after* this most serious of all handicaps to a musical composer had come upon him.

In a curious way, adversity seems to have played the leading rôle in molding Beethoven's career. It was the poverty of his parents that led to his early training. Even as a small child he showed unusual musical ability, and his father, being very poor, saw in the boy a possible means of duplicating the financial success that had been won by the young Mozart. So, at the age of four, Beethoven began his musical education under the instruction of his father and some of the latter's rather dissolute companions. What the instructors lacked in ability, however, they appear to have made up in enthusiasm, for they often kept the boy at the piano, in spite of his tears and weariness, until late at night.

By the time he was nine years old he had learned all his father could teach him. Then he was placed in the charge of two court organists. At twenty-five he was a famed pianist and conductor and the idol of his native land. At thirty deafness came upon him and progressed so rapidly that he was almost totally deaf within a year—and this in spite of the best efforts of leading physicians.

In the beginning he did not take his affliction with any more complacency than most of us, but by 1824, after a quarter of a century of experience in the Silent Land, we find him so well adjusted to deafness that he writes to a friend: ". . . I hope that Apollo and the Muses will prevent for some time my delivery into the hands of the Reaper." He had found that there was work, and important work, that he could do; that deafness did not necessarily mean an end to one's usefulness in life.

When deafness compelled him to abandon his career as a pianist and conductor, he turned to the field still open to him—composition. It was at this period that he wrote: "I will grapple with fate; it shall never break me down." And he adds: "I will, as far as possible, defy my fate. However, there must be moments when I shall be the most miserable of God's creatures."

Then he retired from the world and applied himself diligently to his new work. Score after score came from his hand in bewildering succession; scores of ever-increasing magnitude and grandeur. Deafness had given him the solitude, concentration, and introspection so necessary for his highest development. The first great work completed after deafness came upon him was the "Third Symphony." After this came sonatas, trios, and songs—and then "Fidelio." The "Ninth Symphony" and the great "Missa Solemnis" were also composed after deafness had laid its hand upon him.

He conducted the orchestra at the first performance of the "Ninth Symphony," even though he was so deaf that he could not hear any of the instruments, nor

\*These little biographies, modified to suit the occasion, have been used with considerable success at the "conversation" classes of the Washington School of Lip-Reading.—J. A. F.

could he hear the applause that so vociferously greeted the composition. Appreciating the latter fact, one of the singers took him by the shoulder and gently turned his face to the audience so that he might see. And the audience, appreciating in its turn the pathetic situation, began to manifest its approval in a manner he could understand—by waving handkerchiefs and hats!

Referring to Beethoven's deafness, Elson has this to say in his "Great Composers and Their Work": "Whether this (deafness) was a calamity to the world may be doubted, for it made the proud, sensitive nature more introspective than ever, and it was through this self-communing that his work attained that somber and earnest vein that cannot often be found in his earliest numbers."

And another writer adds: "His affliction seemed to increase his power of expressing in music the inmost feelings of his soul, even though not a sound could penetrate his sealed ears, unless it were the symphonies of heaven or the music of the spheres. Pathetic as was his calamity, art is the richer for it; for only the life of introspection which it made necessary could have enabled him to portray so faithfully the struggles and the emotions of the human heart."

Beethoven is usually considered the first musical composer to picture himself in music. "Music was to him just as much a means of expressing his feelings as poetry was to Shelley." And, speaking of some of the contradictions of Beethoven's nature, Elson insists that it is in his music that we must seek the key: "Here we have the real Beethoven, fighting a life-long battle with destiny, never morbid, never yielding to despair, humorous at times, but in a rough and untamed way, loving liberty and believing ever in the brotherhood of all mankind, a model in art for all the coming ages."

Here, then, the Silent Land has contributed to the world of music perhaps its most original and individualistic composer, and the greatest instrumental composer of all time. ". . . beside him, Bach is scholastic, Hayden, and even Mozart, a little thin, Mendelssohn too elegant, Schumann obscure, and Wagner extravagant."

About the time Beethoven was getting adjusted to his deafness, a boy in Plymouth, England, fell from the top of a thirty-foot ladder and landed on a paved court below. When he recovered consciousness he was in bed, wrapped in numerous bandages, and surrounded by people who regarded him curiously. He found that he had been unconscious for nearly two days. It was not until a day or so later that he began to realize that all answers to his questions were being written out for him. "Why don't you talk to me?" he demanded, "instead of writing?" They looked at him oddly, and finally one of them wrote: "You can't hear; you can't hear a sound. Your fall made you totally deaf. That's why we have to write to you." And then, for the first time, the boy understood the reason for the ominous silence all about him and the curious looks of the people who had come to see him.

His father was so very poor that he felt he could not afford the burden of a helpless invalid, and the boy was placed in an almshouse. Apparently deafness was considered the end. The boy was considered as useless to the world as though he had been paralyzed.

As he became adjusted to his new condition in the almshouse he began to spend his time reading and re-reading the few books that were available. In this way a spark of ambition was aroused in him and he began to look for useful work he might do. For a time he mended shoes in the almshouse. Then he persuaded his father to take him from the institution and give him an opportunity to make his way in the world.

This was finally done, and ultimately he secured a position to his liking in the printing office of the Church Missionary Society at Islington, where he had an opportunity to use the library. He also traveled considerably for the society and laid up a stock of information from his personal observations that was to prove of much value later; for this deaf boy was John Kitto, who later made for himself a name as one of the greatest of Biblical scholars. He was author of "Pictorial History of Palestine," "The Pictorial Bible," and editor and compiler of numerous other works, including an

encyclopedia of Biblical literature. Referring to his "Daily Bible Illustrations," in 8 volumes, published between 1849-1853, the Encyclopedia Britannica notes that it was received with an appreciation which is not yet extinct.

Without education, without friends who could help him, in direst poverty, handicapped by deafness that in his day was infinitely more of a handicap than it is now, this boy made his way toward the light much as a plant in a darkened cellar struggles toward the sunlight. It is not astonishing that he declares: "I am not, myself, a believer in impossibilities." He continues: "I, perhaps, have as much right as any man that lives to bear witness that there is no one so low but that he may rise; no privation or handicap which need of itself shut out any man from the hope of usefulness in life."

But Kitto, while denying the power of physical handicaps to crush one, to bar absolutely one's progress, was not a man to evade the issue. He recognized the limitations that deafness placed upon him and he proceeded to make the best of the situation. He displayed his willingness to take the half-loaf rather than go without bread at all. He disliked the attempt to preach the "advantages" of deafness. It was, he declared, much the same as an effort to comfort a man with a wooden leg by assuring him that he would at least have no troubles with corns on that foot!

I have been rather amused, too, at reading in his book, "The Lost Senses," published in 1845, an account of his experience in trying to follow music by the sense of touch. It appears that he found by placing his hand upon a piano, especially if he placed it near the spot where the wires are strung, he could feel the high notes of the selection being played. If the selection happened to be one with which he was familiar from his hearing days, by feeling the high notes and supplying the lower tones from memory, he contrived to get considerable pleasure out of the piano.

At the college at Islington there was a large and very fine piano. One of the students, becoming interested in Kitto's experiments, used to play for him frequently. They found that "The Battle

of the Prague," a thunderous selection, abounding in high notes and with numerous imitations of the various sounds of the battlefield, seemed to fit Kitto's needs exactly. So this selection became the favorite and was played at frequent intervals—at such frequent intervals, in fact, that the principal of the college was compelled, in the interest of his hearing pupils, to insist that the terrifying uproar be abandoned!

Lip-reading appears to have been but little known at Islington in 1840, though Kitto tells us that he had heard of persons who could "read off" the words of a speaker by watching the movements of the latter's lips. He adds that he could understand a few words and some sentences in his way himself. But he considered the art too difficult to warrant his giving to it the time that would be necessary to become an expert in its use. Far from considering life a void, he had learned of so many things a deaf man could do that he felt he could not afford to devote precious time to an art that apparently would chiefly benefit himself! "It offers no adequate recompense," he declares, "to one who believes his time to be very precious and who knows how to apply his attention to objects in the highest degree useful and interesting."

He could not possibly have foreseen what an excellent alibi he was supplying to those of us in this day and generation who seek some excuse for not devoting to lip-reading the time and practice which our teachers insist is necessary!

So much for pointing out the place of one of our comrades in the very forefront of literary workers who have made a permanent impression on the world.

In science, industry, commerce, and invention we can present an almost unrivaled candidate—Edison.

Edison's deafness dates from his boyhood. It is well to bear this in mind in order that we may understand and appreciate the fact that his success has been won *since* deafness, and in spite of, as well as *because of*, deafness. Deafness did not come to him after the foundation of his success had been laid, but at the very outset of his career—in fact, before there was either an outset or a career!



He was a newsboy. He saved the life of the little son of a station agent by dragging the youngster from in front of an approaching train, the rescue being by such a narrow margin that the wheels of the train actually brushed Edison's heels as he fell upon the ground beside the track, dragging the little boy with him. The boy's father, in his gratitude, offered to teach Edison telegraphy. Also he was given rather special privileges on the train which he served as newsboy and was permitted to fix up a place in one of the cars where he could try out small experiments during odd moments.

It happened that during one of these experiments the train in lurching around a curve displaced a stick of phosphorus from the shelf where young Edison had placed it, and this, falling upon the floor, set the car afire. While he was seeking to extinguish the blaze, the conductor came in, and the two of them finally smothered the blaze. The conductor, however, was very angry and at the next station put young Edison and his outfit off the train, at the same time boxing the boy's ears so severely as to produce a life-long deafness.

Instead of sitting down helplessly to bewail his fate, Edison went ahead with his work, apparently not realizing that he was handicapped. As a matter of fact, he tells us that he soon began to regard it as something of an asset. In William H. Meadowcraft's "The Boy's Life of Edison" the inventor is quoted as follows:

"This deafness has been of great advantage to me in various ways. When in the telegraph office I could hear only the instrument directly on the table at which I sat and, unlike the other operators, I was not bothered by the other instruments.

"Again, in experimenting with the telephone, I had to improve the transmitter so that I could hear it.

"And it was the same with the phonograph. A great defect of that instrument was the rendering of the overtones in music and the hissing consonants in speech. I worked over one year, twenty hours a day, Sunday and all, to get the word 'specie' perfectly recorded and reproduced on the phonograph. When this

was done I knew that everything could be done—which was a fact.

"Again, my nerves have been preserved intact. Broadway is as quiet to me as a country village is to a person with normal hearing."

A study of Edison's life and accomplishments almost inevitably forces one to question just how much of his success has been due to the affliction which forced solitude—which gave him opportunity for the great concentration which his work has demanded. It is a rather odd thought that perhaps our pet affliction has played an important part in bringing to the world the wonderful gifts of the electric light, phonograph, moving pictures, and many others. Edison is said to have filed applications for no less than two thousand inventions and modifications!

#### A RAISE IN RATES

Because of repeated increases in the cost of printing and paper, the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf reluctantly found it necessary, at its meeting on April 23, to raise the price of membership in the Association from \$2.00 to \$3.00 a year. In other words, all subscribers for THE VOLTA REVIEW will, from October 1, 1921, pay \$3.00 a year for the magazine.

To favor the present readers of THE VOLTA REVIEW and their friends, the announcement is made that between now and the end of September new subscriptions or renewals of membership will be accepted at the present rate of \$2.00 a year for any number of years. Any one desiring to take advantage of this offer should at once send the amount necessary to cover the desired period, at the rate of \$2.00 a year. By doing so an actual saving of 50 per cent will be effected. Act *now*.

## A PROJECT FOR EIGHTH-GRADE MATHEMATICS

From the PARKER PRACTISE SCHOOL FOR THE DEAF, Chicago

By ANNAH S. TAYLOR

**I**N HUNTING for a device to make arithmetic interesting, I have found the Problem Project Method to be very helpful. In the following project the four essential steps—"purposing, planning, execution, and judgment"—are emphasized.

### BUILDING A HOME

**Situation.**—You are a man of a certain age, with a salary of \$3,000 a year. You have saved \$2,000, bought a lot, and wish to build an \$8,000 home. What will be your procedure in borrowing the money and building the house?

**Aim.**—To get skills in an interesting way, to arouse interest in the business and industrial world, and to teach social needs common to the majority of pupils.

**Discuss the different ways of borrowing money:**

(a) If you borrow from a national bank, you cannot borrow over one-half the value of the property and must pay from  $3\frac{1}{2}$  per cent to 6 per cent interest on the money borrowed.

(b) If you borrow from a State bank, you can borrow almost the entire value of the property, but must pay from 12 per cent to 15 per cent interest on the money.

(c) You may borrow money from an individual, the rate of interest to be determined by the person lending the money.

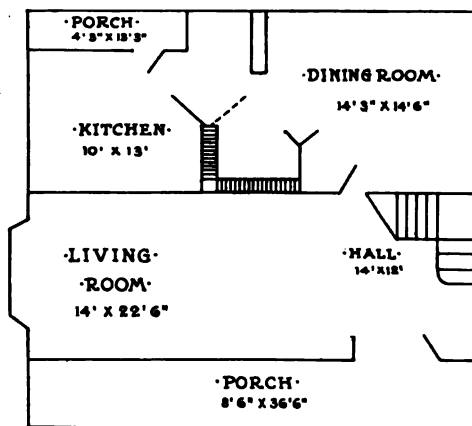
(d) You may borrow from a building and loan association. Their practises vary; so it would be a good thing to look up a reliable one in the neighborhood and find out its procedure.

In each case a mortgage is given. Have a deed and let the children read a legal description of a lot.

Work problems borrowing \$8,000, for a stated period, from the four different sources, and decide which is the safest and cheapest method.

Study the secured note, the promissory note, and an interest-bearing note.

If no interest is paid until the note matures, how much is then due? Work problems in simple interest, such as:



PLAN OF FIRST FLOOR

Find the yearly interest from a loan of \$3,400 at 5 per cent.

Find the semi-annual interest from loans of \$6,000 at 5 per cent.

Find the interest of \$750 at 5 per cent for 6 months.

Teach finding the time between dates.

Teach using the 6 per cent method.

Teach some indirect problems in interest.

Teach the formulas for interest.

I equals  $P \times R \times T$ .

A equals  $P + I$ .

A equals  $P (1 \text{ plus } R \times T)$ .

Study an architect's plans for a house. Let each child draw the plans for the house he would like to build. Teach drawing to a scale. Visit the lumber yard in the neighborhood and learn the names of such parts as studding, rafters, sills, and girders. Draw the foundation.

Find the total area to be excavated; how many cubic yards are to be taken out if the excavation is carried to the depth of 6 feet?

Find the cost of excavating at 50 cents a cubic yard.

Find the cost of excavating the foundation, including the cost of the excavation and the cost of the wall.

For convenience in working, the excavation for a building is usually ex-

tended about 8 inches or 1 foot beyond the outside of the wall.

Teach the formula  $L = \frac{1}{27} lwd$ .

Given  $L = \frac{1}{27} lwd$ , find the value of  $L$  when  $L = 24$ ,  $w = 16$ ,  $d = 8$ .

*Outside Carpentry.*—Discuss how lumber is bought (board measure).

Compute the number of board feet—

(1) In 30 rafters 2" x 6" each, 16 feet long;

(2) In 10 girders 6" x 8" each, 18 feet long.

The price of lumber is usually quoted as so many dollars per thousand board feet. A price \$24 M means that \$24 is charged for each thousand board feet.

Find the cost of 1,500 board feet at \$28 M, etc.

*The Frame.*—Give problems for finding the cost of the sills, girders, floor beams, studding, and rafters.

Find the total cost of the lumber for the frame of the house.

Draw elevations.

*Rough Flooring and Sheeting.*—Estimate the area of the floors and the approximate cost at \$22 M.

Consult your drawing and find the number of board feet required to cover the surface of the gable end of your picture.

*Shingles.*—Shingles come in bundles of 250 each. Only whole bundles are sold.

How many shingles will you need for your house? How much will they cost at \$5 a bundle. Find the cost for shingling the whole house. How many shingles per square?

*Laths.*—Ordinary laths are 4 feet long, 1½ inches wide, ¼ inch thick, and are laid ½ inch apart. They are sold in bunches of 100. The number of bunches (B) of laths required to cover a surface  $l$  feet long and  $w$  feet wide is given by formula  $B = \frac{3}{200} lw$ . How much will

it cost to lath the living room at \$3 a bundle? How many laths are required to cover the bed-room? Find the cost for lathing the whole house.

*Plastering, Painting, and Kalsomining.*—In plastering, painting, and kalsomining the unit of measure is the square yard.

How many square yards of plaster are necessary to cover the ceiling of your living room, the whole room, etc.?

How much will it cost to kalsomine the kitchen at 20 cents a square yard?

*Papering.*—The unit of measure in wall paper is the single roll, which is 8 yards long and usually 18 inches wide. A double roll is 16 yards long.

At 30 cents a yard, find the cost of a border for your living room. At 45 cents a roll, find the cost of papering your living room. Find the cost of papering the whole house.

*Concrete Work.*—The concrete for the basement costs 90 cents a square yard. How much did it cost to cement the basement?

The lot is 50 feet wide; how much will a 9-foot cement walk cost at \$1.50 a square yard?

Let the children get estimates on the plumbing for a six-room house. Discuss the lighting of a house and get estimates of cost; also find out something about the wages earned by a plumber and an electrician. Make an estimate of what the carpenters' bill will be. Discuss their wages, hours of work, etc.

*Insurance.*—The house must be insured against fire. The rate of insurance is determined by the risk.

Discuss fire insurance for houses, furniture, and personal effects.

Your house is insured for \$8,000 for one year at 1¼ per cent. Find the premium.

If you pay annually \$45 for \$6,000 of fire protection on your house, find the rate of premium.

*Life Insurance.*—Because you are in debt for your home, you will take out a life-insurance policy for your family. The person to whom you make out the policy is the beneficiary. Discuss the kinds of life insurance—the ordinary life policy, 20-year life, 20-year endowment policy.

Study the table of annual premiums for insurance of \$1,000 taken out at different ages.

What is the annual premium for a ten-year endowment policy taken out at the age of 20? Why is this greater than the premium for the ordinary life policy? Discuss the merits of each. Show the

children a policy, but do not attempt to explain the technicalities involved in the various policies.

**Taxes.**—You must pay two kinds of taxes on your property—real and personal.

Discuss what use the government makes of taxes; why taxes are necessary.

Discuss such terms as assessor, assessed valuation, tax book, tax collector, treasurer, income tax, inheritance tax, license fees. Find out what kind of property in your community is taxed for local public needs. Find out the assessed valuation of the community property and the rate of taxation. Show a tax bill.

Real estate is immovable property—such as land, houses, factories. Personal property is movable property—such as cattle, automobiles, pianos, stocks and bonds, etc.

A tax is a sum of money levied by the town, city, State, or national government for the payment of public expenses.

The tax rate may be expressed in any one of the following ways:

The number of dollars on each \$1,000 of assessed valuation, the number of cents on each \$100 of assessed valuation, the number of mills on each \$1 of assessed valuation, or a certain per cent of the assessed valuation.

The assessed valuation of your house was \$6,500. What was the amount of tax on your house if the tax rate for that year was \$17.80 per \$1,000?

To find the total cost of the house, add to the cost of the carpentry, the concrete, and the plastering the following items:

Staking out.  
Excavation.  
Stonework.  
Chimney and brickwork.  
Hardware.  
Heating.  
Plumbing.  
Lighting.  
Painting and staining.  
Papering.

## GAMES FOR TRAMPERS

By GRACE MARVIN

**M**EMBERS of the Speech-Readers Guild of Boston are grateful to "The Friendly Lady" for her suggestion to inaugurate tramping parties. The friendly lady of our own organization, Miss Bellows, started the walks in March and we have had several tramps through the Arnold Arboretum and Franklin Park. It has been our good fortune to have as instructors Mrs. Jones, who can name all the birds, and Miss Jennings, who can introduce us to the lowly plants and shrubs and to the glorious trees.

Sometimes we have lingered at some quiet spot and, while we rested, have played games like the following:

### GAME NO. I

#### ANSWERS—NAMES OF BIRDS

1. When a man goes on a spree  
He starts off in the dark,  
But we go out in daylight  
And call our spree a ——.
 

Answer. Lark.

2. When a drink of water we take  
Some muscular movements we make,  
And as you have inferred  
Thereby we name a bird.  
Answer. Swallow.
3. Men are very fond of me.  
You often hear them boast  
Of my beauty and good taste,  
But they serve me up on toast.  
Answer. Quail.
4. A young fellow named ———  
Goes out courting every night;  
A lovely maiden may she be!  
He says her first name is ———.  
Answers. 1. Bob-white.  
2. Phœbe.
5. I giggle, giggle as I walk,  
Where no one else would dare to.  
For cops may run and cops may  
talk,  
I cross streets where I care to.  
Answer. Jay.

6. At evening this advice I give,  
Near farm house or on moor—  
"Don't spare the rod and spoil the child,  
Whether he's rich or poor."  
Answer. Whip-poor-will.
7. "Cheer up! Cheer up!" I call at morn.  
You all have heard me say,  
"Cheer up, cheer up, cheerily cheer  
up,"  
Again at close of day.  
Answer. Robin.
- GAME No. 2
- ANSWERS—NAMES OF PLANTS
1. Dear Mother Hubbard, go to the cup-  
board  
And get us some bread and meat,  
And sweets we like to take on a hike.  
What have you that's good to eat?  
Answers. Butter-and-eggs, buttercup,  
beefsteak plant, cheeses, joe-pye weed,  
honeysuckle, marshmallow, candy-tuft,  
etc.
2. What shall we take our luncheon in,  
Luncheon in, luncheon in;  
Oh, what shall we take our luncheon  
in,  
My fair young lady?  
Answer. Box.
3. Polly, put your think-cap<sup>o</sup> on;  
What shall we take to drink?  
Answer. Water lily, milkweed, Os-  
wego tea.
4. What shall we take our liquids in,  
Liquids in, liquids in;  
Oh, what shall we take our liquids in,  
My fair young lady?  
Answer. Bottle gentian, pitcher plant.
5. Oh, Polly Flinders, come away from  
the cinders  
And don your sporting clothes;  
What has comfort taught her,  
This modern hiking daughter,  
To wear on her head, hands, and toes?  
Answer. Monkshood, skullcap, fox-  
gloves, moccasin flower, lady's slipper.
6. Hark! hark! here in the park,  
Music seems to be near!  
Who has lent  
Instrument  
To serenade us here?  
Answer. Bellflower, bellwort, bugle-  
weed, bluebells, Canterbury bells, Indian  
pipe, Dutchman's pipe, lyre flower, trum-  
pet vine, etc.
7. As we went over yonder ridge,  
Yonder ridge was sunny.  
There we met some animals.  
Now wasn't that quite funny?  
Little miss, pretty miss,  
Blessings light upon you;  
If you'll tell me the names of these,  
My thanks will fall upon you.  
Answer. Catnip, Cowslip, dandelion,  
foxglove, horseradish, pigweed, tiger  
lily, skunk cabbage, dogtooth violet,  
snapdragon, etc.

## PEETICKAY

By E. W. SCRIPTURE, M. D., Ph. D.

AS FAR as their alphabet enabled them to do so, the Old English writers wrote exactly as they spoke. For example, *a* had the sound that it has today in "father," and "faran" of Old English would be spoken exactly as it is written. The spelling was of an ideal kind, such as today probably does not exist, except in Japanese. In the middle English period the original spelling was superseded by the old French orthography. After that the sounds of the spoken language changed so rapidly that the spelling

failed to keep pace with them. The present English spelling represents mainly the sounds of early and late middle English and fails to represent the sounds of modern English.

On the other hand, some of the modern spelling represents sounds that never existed. Sweet gives illustrations of three cases. The spelling "knight" is a truly phonetic representation of the middle English word *kniȝt*, where the next to last sound is represented by *gh*, because English has no special letter for that

sound. The spelling "night" represents the old word *nigt* quite accurately, but it does not represent the modern word correctly, because the sound *i* of middle English was pronounced like the vowel in "mit" and not with the diphthong we now use. The spelling "island" is not phonetic, because it inserts a letter indicating a sound that is not, and never was, used in it.

The causes for the unphonetic nature of modern English spelling have been summarized by Sweet. The main reason is that it has not followed the changes of pronunciation. Another reason is that it is founded on two bases: the old basis of middle English and a great variety of foreign bases, mainly French. A third reason is that all bases are imperfect.

One result of the now absurdly irregular English spelling is that a large part of the time of a person's education is wasted in the almost vain attempt to learn to spell correctly. This same time devoted to some useful subject would greatly increase the efficiency of every one.

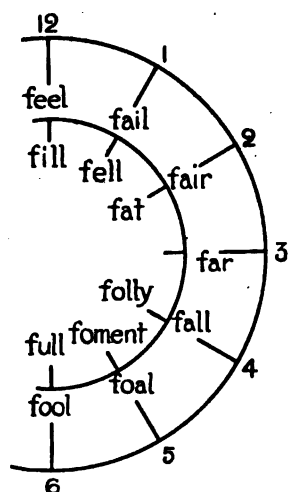
Another result has, I think, never been pointed out. Education in a muddled system of any kind produces a more or less generally muddled condition of the mind. This is strikingly apparent to the American arriving in England. Coming from the land where most things are systematized, he finds a currency that he can never master, on account of its complexity. It is a fact that a large part of the British public never master it themselves. Even in ordinary transactions they fail to reckon up your bill correctly, and the mistakes are as often in your favor as not. What is the cost of  $3\frac{3}{4}$  yards of cloth at 2 shillings  $7\frac{3}{4}$  pence? It takes five minutes' calculation to get the answer. In just the same way the streets, even in newly planned regions, are muddled and hopelessly. The traffic is muddled and the taxes are more muddled. Indeed, the national motto is "Muddle through." The English mind naturally works in a muddled fashion; it does not think straightly and directly. Is this not, perhaps, largely due to the spelling? But some one objects that the American spelling is the same. Quite true, and I have no hesitation in saying that the American

mind is also a muddled one, but not quite so muddled as the English. It has freed itself from an idiotic currency, from irregular streets, and from a lot of old muddling habits, but it still keeps a stupid system of weights and measures and a whole lot of other rubbish that hinders its progress. In fact, a lot of this other rubbish kept by Americans has been thrown overboard in England, and, after all, as muddlers there is little to choose between the two peoples. In any case, I wish to make the direct charge that the stupid and muddled spelling of English is one of the causes of the muddled minds of the people that use it.

Viscount Bryce mentions three practical problems that claim the attention of philologists. One is the reform of the spelling of English. "It is hardly possible to exaggerate the advantages—educational, commercial, and, to some extent, political—which would follow from bringing the spelling of our language into accord with its pronunciation. We all recognize the enormous obstacles to the change. But the thing will have to be done some time or other, and it grows no easier by postponement." Another problem "connected with the first is the possibility of adding new letters to our alphabet, and the third is the question of a universal language."

In a system that he terms "Peetickay," Dr. Wilfrid Perrett, of University College, London (Peetickay, Cambridge, Heffer & Sons, 6 shillings), makes an important contribution to the solution of these problems. He keeps most of the present consonants and adds some that are urgently needed. For the two sounds that are now indicated by *th* (in which there is no *t* and no *h*) he restores the two Old English letters. For the sound *sh*, as in "she" (in which there is no *s* and no *h*), he uses the now widely recognized "long *s*," and for the consonant sound indicated by *z* in "azure" (which has no *z* sound) the also widely recognized "long *z*." He adds some other new letters; and here I venture to disagree with him. For the first sound in "church" he makes a new type. He also uses a type combined of *c* and *k* for the *k*-sound. He also uses a combination of *hw* and of *hy*. Theoretically, he may be

quite correct; practically, he is wrong. When a specimen of his notation is sent to a printer, it comes back with the re-



mark that he cannot set it up because he has not these new types.

Dr. Perrett's vowel system rests on a thoroughly scientific basis. If we whisper

the vowels in the phrase "We may, pa, all go, too," we hear a series of descending notes for the series of vowels. Dr. Perrett suggests that the vowels shall be arranged on the right hand of a clock face, and that a long line shall be used for a long vowel, a short line for a short one. A long vertical line is used for the vowel *ee*, a short vertical line for the vowel in "fill." The system is magnificent in its simplicity and correctness. It can be learned in a few minutes. With a short practise a child or a foreigner can learn to read fluently. Dr. Perrett seems never to have thought of the deaf, but the system seems really an ideal one for teaching them.

Here again we meet the difficulty of the printer. How it is to be solved I do not know.

With so many of the consonants retained, there is little difficulty in learning the ordinary spelling also. Indeed, it is easier to learn PTK first, and then to pass to ordinary spelling, than to begin with the ordinary muddled system itself.

## LIP-READING FOR THE SLIGHTLY DEAFENED HARMFUL OR BENEFICIAL?

By JULIET D. CLARK

WHEN A REQUEST came to me a few days ago to write an article on the "beneficial effects of studying lip-reading when only slightly deafened," I seized the opportunity with avidity; for, in a certain Southern city where I am happily sojourning for a few weeks, I have encountered an old enemy that I thought was slain long ago.

It was at a luncheon that the boggy loomed up. The other guests, all hearing persons save one, were singing the praises of lip-reading.

"I do wish a certain friend of mine were here now," exclaimed one. "I should try to persuade her to take lessons from you. She took some once when she was only slightly deafened, and was making good progress when some one told her she'd lose all her hearing if she continued to use lip-reading, so she gave up the lessons and stopped looking at people when they talked to her."

"And did her deafness cease to progress after that?" I asked.

"Oh, no. Now she's so deaf we have to shout, and it's so hard for her and embarrassing in public places." (Hard for her! Oh, these loving, warm-hearted Southerners! I'm afraid my sympathy in this case was for the friends.)

I proceeded to explain that such an idea was at one time rather general among aurists, but that now it is quite the reverse, which is indicated by the fact that they constantly recommend lip-reading to patients in the incipient stages of deafness, who have become extremely nervous owing to the strain put upon them by their dull ears. In almost every case lip-reading has relieved this strain, and some pupils have actually gained in hearing.

But it is necessary to exercise the utmost care in dealing with them; under no circumstances should they be allowed

to become fatigued. During the first lessons they must be made to rest frequently, and when they show signs of tenseness—sitting forward in their chairs or grasping the table or clenching their hands—they must be told to relax. The same warnings should be heeded in home practise.

While pupils, under ordinary circumstances, are not permitted to hear the teacher's voice in a lesson (though she uses it), they are advised to use their ears in conjunction with their eyes when following conversation.

"It distracts me to hear the voice; I can't read lips at the same time," we teachers are often told. This being the case, part of the lesson, preferably the review, should be given in a tone audible to the pupil, but necessitating the use of lip-reading also.

I, who am called slightly deafened, find such correlation very satisfactory. I have not suffered a complete loss of hearing by using lip-reading as an aid, for when I am spoken to do you not suppose I bring all my faculties into play to understand correctly? I do not say, "Now wait a minute until I stuff some cotton in my ears because I read lips, you know, and I mustn't hear anything, for that wouldn't be fair!" All's fair in love, war, and lip-reading!

When riding in a train or trolley or an automobile I purposely listen to conversation behind as well as before me, and I say it shamelessly, for people are not supposed to talk secrets in public. And take talking on the telephone. Do we slightly deafened avoid that because we cannot see the lips of the person at the other end of the wire? Is it lip-reading that keeps us from being run over by an automobile approaching from behind? Is it lip-reading that tells us the door bell is ringing or the alarm clock has gone off or a hurdy-gurdy is playing a jazz tune? These are only a few of the things that the slightly deafened hear, but it is enough to prove that the ears are constantly being exercised, even if we do not use them when reading lips. The case is not analogous with an arm or leg that becomes atrophied through disuse, for we are *bound* to use our ears, as one pupil sensibly put it.

When the hearing becomes affected, no

matter how slight the impairment is, nine persons out of ten will have the following symptoms: nervousness, sensitiveness, seclusiveness, and depression. The tendency is to avoid people, when possible, or cease to pay attention to the conversation around one, with resulting unhappiness or indifference. Or if, on the other hand, one does try to hear what is going on, the nervous strain is so great that a breakdown frequently occurs.

I have recently heard of an interesting case of a self-supporting woman who became extremely nervous and went to a psycho-analyst for a diagnosis. Much to her surprise he discovered that she was growing deaf. She immediately commenced studying lip-reading; is now entirely recovered from her nervousness and has resumed her work. She was a wise woman. If only all deafened people would study lip-reading before they form habits of inattention and indifference, which cause the spirit to droop and the mind to grow sluggish, how much time and labor they would be spared.

The testimony of many pupils proves that lip-reading is the great awakener. "Why, I hadn't realized how dull I was becoming until I took up lip-reading. If I hadn't learned to read anybody's lips I'd be glad I took the course because it has shown me how I was letting go," are remarks that we frequently hear at a school.

I often wish for photographs of the pupils "before and after taking" lip-reading, for the change in the expression is so apparent. The lip-reader watches people with a renewed interest now, instead of crawling into his shell. That deafness is fatiguing all the initiated will admit, and I am a firm believer in withdrawing at times to rest and solitude; but any of us, otherwise physically able, can pay attention for an hour or two to the conversation around us, and it is our duty to do so. We should not be satisfied with the "crumbs" of conversation that the Australian lip-reader in her amusing "Experiences" says are often thrown us in the form of remarks about the weather.

A little boy was reproved by his mother for stopping passersby to inquire their names, addresses, occupa-



tions, etc. To which he replied, "But how am I going to know anything if I don't ask?"

How are we going to keep up with this

busy and interesting world if we don't join in conversation; and how are we going to do that without the aid of lip-reading?

## SOCIAL HOUR FOR LIP-READING CLASSES—THE U. S. COIN, "ONE CENT"

By M. GERTRUDE EVANS

**E**ACH PLAYER in the game is provided with a coin. The following questions are given by the leader. The first one who can answer the question raises his hand, comes before the class, repeats the question, and tells the answer in a complete sentence. If questions and answers are not understood by the majority of the class, then the leader uses the blackboard. (The method in giving this practise can be changed according to ability of class.)

### PART I—INDIAN'S HEAD

1. What race is represented? Ans. The red race—Indian.
2. What animal do you find? Ans. The hare (hair).
3. What instrument of punishment? Ans. Lash (eyelash).
4. Can you find a letter of our alphabet? Ans. I (eye).
5. You find, plainly written, the name of a tropical fruit. What is it? Ans. Date (1905).
6. What rests heavily on the head of a king? Ans. Crown (of head).
7. A place of worship is also to be seen. Can you find it? Ans. Temple (of head).
8. Do you see the name of a great country? Ans. United States of America.
9. What turns our heads? Ans. The neck.
10. What flowers are shown? Ans. Tulips (two lips).
11. Can you find an old-style pen? Ans. Quill (of feathers).
12. What did our forefathers fight for? (Patrick Henry wanted it.) Ans. Liberty.
13. What is the top or summit of a hill sometimes called? Ans. Brow.

14. Do you see a part of a corn-plant? Ans. Ear.

### PART II

(To be found on the reverse side of "one cent")

1. What emblem of victory is shown here? Ans. The laurel (wreath).
2. What ancient weapons of defense? Ans. Arrows.
3. What messenger is found? Ans. One cent (one sent).
4. Can you find a part of an old-time warrior's armor? Ans. Shield.
5. You also find that which has no beginning or end. What is it? Ans. The ring around the edge (circumference of circle).
6. What often turns the head of a young girl? Ans. Beau (bow).
7. Can you find an exclamation? Ans. (Oh!) O.

### SPRINGTIME

We wonder whether all of our readers can feel, at the coming of spring, the thrill that inspired a little nine-year-old Georgia girl to write the following lines. We print them just as she wrote them in her "Diary":

Oh, a beautiful day, a beautiful day!  
The springtime sweet is on its way.  
Oh, dear little bird, your music play,  
The trees and the beasts and the flowers gay.  
So hale, so merry, so happy am I  
That off my seat I'm about to fly.  
Oh, beautiful, *beautiful*, BEAUTIFUL day!  
The springtime sweet is on its way.

—Sallie Ainsworth.

Walter B. Swift, A. B., S. B., M. D., of Boston, now instructor in speech correction in the Froebel League in New York City, has been appointed "Lecturer on speech development and correction" in the Northwestern University, Evanston, Illinois. He will begin summer courses there on June 27.

## A MESSAGE FROM SOUTH AMERICA



INSTITUTO DE SORDO-MUDOS Y DE CIEGOS (INSTITUTION FOR DEAF-MUTES AND THE BLIND),  
SANTIAGO, CHILE

SANTIAGO, CHILE, *March 22, 1921.*

MY DEAR MR. DE LAND:

Although I have been in Peru, Bolivia, and Chile for more than a month, I have not written you, because there was nothing of interest to say in connection with the work in which we are mutually occupied.

So far as I have been able to learn, there is absolutely nothing done for the deaf in Peru and Bolivia. One of the leading Peruvian surgeons happened to be a passenger with me on the ship from New York. He knew nothing of the educational work that is done for the deaf elsewhere and assured me that there are no schools for them in Peru. A prominent Peruvian lawyer who was traveling with the doctor took a jocose view of the matter. All he had to say was that the Peruvians talked so much as a race that when any one could not talk they were very careful to leave him in that condition.

Peru and Bolivia are very backward countries and at the moment are practically bankrupt, so that education, as well as other forms of progress, must be held in abeyance.

So far as I have been able to learn, there are but two schools for the deaf in Chile, both small. One is the "Instituto de Sordo-Mudos y de Ciegos (Institution for Deaf-Mutes and the Blind), located at Santa Victoria, No. 380, in Santiago, which is exclusively for boys, and the other is a school conducted by the nuns of the order of "El Buen Pastor," in the Calle de Rivera, Santiago, which is exclusively for girls.

The first named has been closed since the first of January, owing to lack of funds on the part of the government, but the director, Dr. Manuel Soto, hopes to be able to reopen in April, after the budget is passed.

Dr. Soto called upon me at my hotel last Saturday, and this morning I accepted his invitation to visit the school, in spite of the fact that there are no pupils present.

The institution was established in 1852, but it is only during the past five



DR. MANUEL SOTO

years, under the care of the present director, that it has been really efficient and moderately well equipped.

Dr. Soto is a Chilean, but was trained for this special work in Germany and conducts the school upon the pure oral plan. No use whatever is made of the manual alphabet or the sign language.

The present number of deaf pupils is seventy. For these there are four instructors, all men, and four teachers of industries. The classes number from ten to fourteen. Pupils are received from six years of age upward and many remain four years, with a possible repetition of the last year, extending the course to a maximum of five years, or, in exceptional cases, six years. After this the pupils are sent out into the world to work.

The industries taught are printing, book-binding, carpentry, and shoemaking.

Dr. Soto is a man of education and intelligence and is a lecturer in one of the colleges, as well as director of this school. He has done very much to increase the material and educational equipment of the school, and hopes very much to be able later to secure larger and better quarters for the school and to conduct it on the cottage plan. He is familiar with the ideas and methods of Dr. Urbantschitsch, of Vienna, concerning auricular

training and does what he can to utilize the degrees of hearing possessed by some of his pupils.

The physical condition of the school, so far as cleanliness and order are concerned, is most excellent. I will reproduce the program I found on the wall, of the work of the highest grade.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
8-9. Reading.	Lessons about things.	Reading.	Lessons about things.	History of Chile.	Lessons about things.
9-10. Arithmetic.	Composition.	Arithmetic.	Grammar.	Geometry (rudimentary).	Arithmetic.
10-11. Writing.	Religion.	Natural History.	Writing.	Hygiene.	Fine writing.
11-12. Typewriting.	Typewriting.	Gymnastics.	Design.	Design.	Typewriting.

The afternoon is devoted to shopwork. When Dr. Soto assumed charge there was no teaching of industries.

The school is entirely free. No payment is made by or for any pupil, the school being entirely supported by the government.

Besides the four teachers in the educational department, there are four teachers of industries, an instructor in typewriting, a physical director, and a drawing teacher.

Practically all the furnishings used in the school have been made by the pupils in the shops.



ENTRANCE TO THE CONVENTO DEL BUEN PASTOR, WHERE THE SCHOOL FOR DEAF GIRLS OF CHILE IS CONDUCTED IN SANTIAGO

The school does not receive either *THE VOLTA REVIEW* or the *Annals*. Will you please send *THE VOLTA REVIEW* to the school for one year and charge it to me.

This afternoon I attempted to visit the nuns' school for girls. Mrs. Wright and I were shown into a tiny reception-room on the far side of a little patio in which were some growing plants. My card was taken by a "lay sister." One wall of the reception-room was filled by a close wooden lattice, behind which was an iron grill and behind that ground glass. In the lattice was a tiny door about two feet square. After a short delay a portion of the ground glass behind the lattice and iron bars opened and a white-clad figure appeared in the dim light beyond. It was the "Mother Superior," a really beautiful young woman, not over twenty-five years of age. In a soft and cultured voice she told us that she was very sorry she could not allow us to visit the school; that no visitors were ever allowed except when the government ordered an official investigation. She said they had fifty-two pupils. At present the youngest is five. They retain them as long as the families will permit. The teaching is conducted by means of the manual alphabet, but some of the brighter ones are taught to speak.

These two little schools furnish all the educational opportunities offered to the deaf children of the three countries of Peru, Bolivia, and Chile. Dr. Soto informed me that sometimes Peruvian parents expatriated themselves and came to live in Santiago for the sake of sending their deaf children to his school.

I shall send you, under a separate cover, copies of the last prospectus of the Instituto and its plan of studies.

With kindest regards to Mrs. De Land and yourself and to Miss Timberlake, in which Mrs. Wright joins me, I am,

Cordially yours,

JOHN D. WRIGHT.

## BADLY IN NEED OF SPEECH-READING

Two Drawings by SAUL N. KESSLER



BOX-OFFICE MAN: Do you wish box or orchestra seats?  
PURCHASER: Yes!



SHE: But it's as simple as A-B-C.  
HE: Yes, but you see I am D-E-F!

## ALL FOR PRACTISE

By EDITH B. KANE

### SOME PROVERBS ON LIFE

1. LIFE is a shuttle.
2. Life is only a big gamble.
3. Life is a game.
4. Life is just what you make it.
5. Life is only a span; I'll enjoy every inch of it.
6. Life is a parcel of moments.
7. Life is a pathway of roses and thorns.
8. "While there is life, there is hope."
9. Life is too short to worry over trifles.
10. Life is short and sweet.
11. Life is worth living.
12. Life is an opportunity to live and learn.
13. Life is a state of warfare.
14. Life is too short to learn more than one business.
15. The experience of life: "What a fool I've been!"
16. Always keep on the sunny side of Life.
17. Life is like a see-saw—one by one we topple off.
18. No man ever believes his own life will be short.
19. Life is real,  
Life is earnest,  
And the grave is not the goal.
20. Life is as you make it—*and take it!*
21. Half our life is spent before we know what it is.
22. 'Tis better to live well than to live long.

23. We all want to live long, but nobody wants to be called old.

24. Life is the graveyard of lost hopes, of cherished ambitions, and of death.

#### THE GREATEST THINGS

1. The greatest fear is sin.
2. The greatest place is where you are successful.
3. The greatest work is the work that you love.
4. The greatest play is work.
5. The greatest bore is the man who never hits the point.
6. And the still greater bore is the man who keeps on talking.
7. The greatest nation is your own nation.
8. The greatest invention of the devil is war.
9. The greatest puzzle is life.
10. The greatest mystery is death.
11. The greatest secret of production is saving, not wasting.
12. The greatest woman in the world is the one you love.
13. The most important thing to learn at school is how to earn your own living.
14. The greatest day is today.
15. The greatest love is the love of mankind.
16. The cleverest man is the man who always makes the most of things.
17. The easiest and cheapest people always find fault with other people.
18. The most dangerous person is a liar.
19. The best handwriting is that which you can read.
20. The worst feeling a man can have is feeling mean at another man's success.
21. The best woman is the one who doesn't know it.
22. The best man is the one who obeys the best woman.
23. The greatest kiss I ever got was the one I didn't get.
24. The greatest thought is the thought of God.
25. The cheapest thing, though it sells at the highest price, is politeness.

26. And the greatest of all things in the world is love.

#### WHAT AM I?

1. I am a very small thing.
2. I am so simple that nobody takes the trouble to use me.
3. I help people to win success.
4. The majority of people have no idea what I am worth.
5. I have the effect of oil on machinery.
6. I make the wheels of life run smoothly.
7. I am always used by well-bred people.
8. My spirit is to help and make life sweet.
9. I bring brightness, courage, and cheer.
10. I am used in business.
11. I help open the door of opportunity.
12. I am used whether it is about \$1,000,000 or 5 cents.
13. I am used every day.
14. If you use me, you distinguish yourself between a gentleman and a grouch.
15. I am: "Thank you!"

#### YOU ASK ME WHO I AM, AND I WILL TELL YOU

1. I am the cheapest thing in the world.
2. I am the secret of happiness.
3. Without me the years are but a menace, old age a tragedy.
4. I offer myself to you and you do not heed.
5. I bide my time. Tomorrow you will come begging, but I shall turn aside. I cannot, I will not, be ignored.
6. I hold your future in the hollow of my hand.
7. I can make of you just whatever I will.
8. I am the door of opportunity, the open road to the fairyland of dreams.
9. I am the most important thing in the whole world, the one thing without which all else is impossible.
10. You ask me who I am, and I will tell you: I am good health.

## WHY NOT BE PERFECT?

(This may be given successfully in dialogue form)

## THE PERFECT HUSBAND

## BY HER

When he stays out until 2 a. m., he admits it; he doesn't try to tinker with the clock or with an alibi.

When he drops half his week's salary on the world series and the rest of it on an election bet, he tells her to go down and buy herself a new hat.

When he wants to play poker at his club, he doesn't pretend he has a sick friend.

When he hires a cute little stenographer, he doesn't jolly himself that it is because she will be more efficient than the other kind.

When he has been married five years, he occasionally brings home a box of bonbons without mentioning how much they cost.

When he matches some ribbon for her at Wanamaker's, he doesn't feel so abused that he has to smile at the pretty girl at the glove counter to cheer himself up.

When he has to put on formal evening dress, he only swears twice, and then he can tie his own bow-knot.

When they have biscuits for breakfast which she made, he doesn't hit them with the edge of his knife and then frown.

When he gets a raise in his salary, he doesn't expect to be treated as if he were going to be the next Rockefeller.

## THE PERFECT WIFE

## BY HIM

When he stays out until 2 a. m., she doesn't come home until 3 a. m.

When he drops half his week's salary on the world series and the rest on a bet, she sells a couple of her old hats and they go to Bermuda for the winter.

While he plays poker at the club, she wins enough at bridge to cover his poker losses.

When he hires a cute little stenographer, she has sense enough to knock before she drops into his office.

When he has been married five years, he is not expected to remember the date of their wedding anniversary.

When he matches some ribbon for her at Wanamaker's, it will be the millennium.

When he has to put on formal evening dress, she will let him say anything he wishes at frequent intervals.

They never, never, never have biscuits for breakfast which she made.

When he gets a raise in his salary, he doesn't have to increase her allowance.

## WHAT IS THE AIM OF EDUCATION?

The Student	says	Books.
The Scholar	"	Knowledge.
The Preacher	"	Character.
The Minister	"	Service.
The Philosopher	"	Truth
The Artist	"	Beauty.

The Artist	says	Happiness.
The Stoic	"	Self-control.
The Christian	"	Self-denial.
The Democrat	"	Self-government.
The Statesman	"	Co-operation.
The Ruler	"	Loyalty.

The Patriot	says	Patriotism.
The Judge	"	Justice.
The Aged Man	"	Wisdom.
The Youth	"	Achievement.
The Soldier	"	Courage.
The Editor	"	Success.
The Manufacturer	"	Efficiency.
The Banker	"	Wealth.
The Dreamer	"	Vision.
The Child	"	Play.
The Maiden	"	Love.
The Man	"	Work.
The Friend	"	Friendship.
The Pedagogue	"	Personality.
The Physician	"	Health.
The Biologist	"	Growth.
The Psychologist	"	Unfoldment.
The Sociologist	"	Adjustment.

But the true educator says, all of these and more must be the aim of education.

#### "THROUGH A GLASS DARKLY"

Could I but rest,  
Like a child asleep  
On its mother's breast,  
Nor think to weep  
At the disappointment,  
The strife of years,  
Banished enjoyment,  
Pain and fears!  
Could I but trust,  
From a knowing heart,  
In that Whole which must  
Account me part,  
There is rest secure  
And a perfect peace,  
A love so pure  
That woe must cease;  
That the cycle of years  
As it spins and turns  
Will banish tears!  
What my spirit yearns  
Will at last appear,  
And on that day  
All trace of fear  
Must fly away!  
He whose power can hold  
The world in His hand  
Will the truth unfold;  
I shall understand!

—Annie R. Knowlton.

#### AN IDEALISM

Conditions will by brains be made  
Instead of fists  
When teachers are as highly paid  
As pugilists.

—Washington Star.

Miss Elizabeth Brand, of the Pittsburgh School of Lip-Reading, is to have a class of summer pupils at her home, in Urbana, Ohio.



#### OFFICIAL CALL FOR THE ANNUAL MEETING OF THE ASSOCIATION

*To all members of the American Association to Promote the Teaching of Speech to the Deaf:*

The thirty-first annual meeting of the American Association to Promote the Teaching of Speech to the Deaf will be held at 8.30 o'clock, Saturday evening, June 18, 1921, at the Institution for the Improved Instruction of Deaf-Mutes, 904 Lexington Avenue, New York City. *There will be no literary exercises,* and the only business to be transacted will be the election of five directors, whose term of office will expire at the close of that meeting: Harris Taylor, A. L. E. Crouter, Gilbert Grosvenor, John D. Wright, and Miss Mary McCowen.

All members will be welcomed. If further particulars are desired, members should address the Secretary, 1601 35th Street N. W., Washington, D. C.

HARRIS TAYLOR,  
*President.*

FRED DE LAND,  
*Secretary.*

#### A NEW SCHOOL PAPER

The Idaho School for the Deaf and the Blind has become a member of the "Little Paper Family." It is publishing a newsy, well-printed little sheet, of which Miss Ethel Hiliard, the new superintendent of the Idaho School, is the editor. All success to the undertaking!



## RARELY USE THE WORD DEAF

Just as there is partial loss of vision and total blindness, so there is partial loss of hearing and total deafness. Just as there are naturally "weak eyes," so there are inherited "weak" ears. For teachers of lip-reading to the adult deaf, the wiser, more tactful, way is to refrain as much as possible from the use of the words "deaf," or "deafness," or "deafened"; whenever possible, use the words "hard of hearing," "diminished hearing," "weak hearing," "enfeebled hearing," or similar expressions.

There are many cultured adults whose hearing is dwindling away, is vanishing by degrees. Such persons are sometimes peculiarly sensitive about this form of cripplement. Possibly this undue sensitiveness may be due to the old fallacy that without hearing there was no mentality, no intellectuality, and hence that "dummies" and mental defectives were synonymous terms. After these sensitive souls study lip-reading and join a guild or league and find a joy in participating in helpful service to others, this abnormal sensitiveness disappears. For their own benefit, every effort should be put forth to have these abnormally sensitive persons enjoy the blessings inherent in an efficiency in the art of lip-reading; hence, whatever may tend to influence such persons from visiting schools of lip-reading, or guilds, or leagues should be discarded.

It should not be forgotten that very few persons are totally deaf; many have some hearing, which often may be cultivated to a surprising degree. Many of these sensitive persons are now receiving the best treatment that skilled aurists can give—medical attention they should have had years ago.

An examination of many case histories indicate that the attention paid by parents to the ear troubles in their children is in inverse ratio to the careful attention now given to symptoms of ear troubles in adults. If this were a moral tale, the moral to be drawn would be: Consult an ear specialist as regularly as you consult a tooth specialist, and thus help to conserve your hearing. Good dentistry aids in conserving proper mastication as well as "good looks."—*Fred De Land.*

## COMPENSATION

EDITOR VOLTA REVIEW:

This may be merely threshing over old straw. I've been on your subscription list too short a time to know, but long enough to realize what I've been missing.

Ferrall's article in the March number is a great stimulator. What a cheering cup he fills for us in this arid world! To use the vernacular, it's great dope.

Lots of things the loss of which we hard-of-hearing people bewail are missed merely because we can't have them, and I don't believe I'm the only one who has sometimes found his deafness a comfortable alibi. In my time most boys at college expected to be lawyers; I was no exception; but when I graduated, due to the exigencies of the growing handicap, it seemed wiser to go into the family dry-goods business, and I can't honestly say that my deafness interfered greatly with success.

As a buyer, it saved me a lot of time, cutting out the story-telling, the so-called amenities of the trade. Probably the last word in price was more quickly given, to save the trouble of conversation. For the same reason, as a manager, the crux of the matter was much more quickly arrived at. At any rate, I had the reputation of accomplishing a great deal in a day. True, I was an owner and couldn't be "fired"; probably wouldn't have been regarded as eligible if I had sought a position as manager for another man, but the mistake would have been his, as I am convinced it often is, where the employment of deaf people is concerned: for I built the business up, made it pay, was rated as one of the successful merchants in the State, and left the concern in a stronger position than when I took it over. In our shoe department was a clerk with very bad ears indeed. Men ignored the other clerks and went to him. They had to yell, but seemed willing to do it. He was painstaking in filling their requirements and had a cheerful, pleasant way. I can't see but two horns to this dilemma: Either deafness isn't the great handicap it is supposed to be for the hardest of all trades for the hard of hearing, salesmanship, or there is a great deal more kindness in the male human than we credit him with.

How comfortable our little alibi is at times. When any one asks me now why I don't go to some public meeting, it's so easy to allude with pathetic sadness to my defective hearing.

I can remember the time, when deafness hadn't progressed so far, how I hated the talk, talk, interminable talk, of these meetings—dozens of speeches without an idea that hadn't already appeared in the papers; how I hunted for any excuse to avoid attending. Ask your hearing friends and you'll find that most of them feel the same.

The grace of the world plays into our hands. Oratory is daily losing its power. Busy men want the brief abstract of the printed page. The political leaders concede that votes are no longer made by spell-

binders. Men get their ideas from the papers they read.

When you feel with regret that social affairs no longer give you great pleasure, I'll wager if you can look back to the time when hearing was passably good that you found more than half of your social duties irksome and something to be dodged—that is, if you are a male and haven't an abnormal social conscience.

Even the reconstruction of our lives isn't peculiar to the hard of hearing alone. To most men and women of middle age there comes a time when they begin to feel that the youngsters are trying to put them on the shelf, and that their future lives and pleasures must be along different and quieter lines.

I know a man totally deaf, very popular and a very successful operator in lumber, copper, and iron. He reads lips well. When asked to what he attributed his great business success, he said that he thought it was due to the fact that he'd never been able to hear a sure tip on the market.

Very truly yours,

WALTER O. SMITH.

#### AN INTERESTING CASE OF APHASIA

##### CAN YOU MAKE HELPFUL SUGGESTIONS?

MYSORE INSTITUTION FOR THE DEAF  
AND THE BLIND, MYSORE, INDIA.

*The Volta Bureau, Washington, D. C.*

GENTLEMEN: I shall be obliged by your kindly publishing in *THE VOLTA REVIEW* the following account regarding a gentleman who has come to me. May I request you to call for suggestions from experts and experienced men and physicians, so that it may be useful to many eager teachers of the deaf? We in India are very, very eager about views and suggestions from the U. S. A. in the matter.

The gentleman was considered to be a very clever insurance specialist, and as such he worked more than usual time at business. In the meantime, the premature death of one of his sons disturbed his mind, when unfortunately he was attacked by that merciless scourge, influenza. This caused aphasia, with the result that he lost control over a portion of his body, including the organs of speech. Many physicians treated him, and he is now able to walk independently, only feeling some pain in the left portion of his body in cold weather. But his speech has not returned. He understands what is told or written to him, but cannot express himself either in writing or in speech. When he is asked to pronounce a word or sound, he tries, and goes on thinking as to how it should be done, partly succeeding. Sometimes he gives out quite a different sound or word, knowing that it is so. I see there is physical disability of the tongue and lips. He does not stammer nor does he stutter, but frequently he opens his mouth when he should close it. He is 54 years of age.

I am afraid there is some kind of lesion of brain centers, and hence there is no co-opera-

tion of motor powers. In the absence of what should rightly be done in his case, I am re-educating him in the art of speech; making him read, beginning with less difficult words, and learn to understand speech with the aid of the eyes. I have also made him write copies. I ask of experienced teachers to be so pleased as to guide me in helping this poor, disappointed man. He lost speech more than a year ago.

Yours sincerely,

P. N. V. RAU,  
Headmaster.

#### A CLASS POEM

Milwaukee has a high-school class  
For adult hard-of-hearing,  
Who meet three evenings of each week  
And try to learn lip-reading.

The pupils come from far and near,  
From army and from navy;  
The teacher is Miss Zassenhaus,  
A young and clever lady.

To hear with eyes is difficult,  
Takes practise and much training;  
But many jokes and guesses wild  
Make lessons entertaining.

Some pupils rather fussy are,  
They wear eyeshades and glasses,  
Complain of temperature and light,  
Move chairs and window-sashes.

But teacher ably taught them how  
To concentrate much better.  
The secret is to get the thought,  
And not look for each letter.

—P. Grunwald.

#### DEATH OF SUPERINTENDENT ARGO

Great regret is expressed over the death of Dr. W. K. Argo, for twenty-three years superintendent of the Colorado School for the Deaf and Blind. He died Thursday, April 14, after an illness of six weeks.

The *Colorado Index* says of him: "Dr. Argo's life was dedicated to the service of education for the deaf and the blind, and his loyalty to that service is incomparable. More than a year ago it was suggested that a continued rest might add years to his life, but the characteristic reply came that he would rather be of use for one year than live five in idleness."

Walter B. Swift, A. B., S. B., M. D., a lecturer on speech development and correction, Northwestern University (summer of 1921), has just finished a long course of instruction on speech-defect correction in the Froebel League, New York City. There was a class of sixty-four students of speech correction, who will take the methods and systems of Dr. Swift into many cities of the country, beginning next fall.

## A THRILL BY WIRE

SAN FRANCISCO CALIF

1921 MAY 5 AM 4 22

VOLTA REVIEW

WASHINGTON D C

LEAGUE CLUB HOUSE AN ACCOMPLISHED FACT OPENS TO GUESTS JUNE FIRST TEN ROOMS TWO SLEEPING PORCHES 4 BATHS STEAM HEAT HARD WOOD FLOORS VIEW ALONE WORTH \$1 A MINUTE FIVE MINUTES WALK STORES THEATRES ETC ARTICLE AND PHOTOGRAPHS COMING

ALICE N TRASK

## CHICAGO LEAGUE FOR THE HARD OF HEARING

EXCERPTS FROM THE ANNUAL REPORT, APRIL 1, 1920-MARCH 31, 1921, INCLUSIVE

6,979 persons used the League Room from April 1, 1920, to March 31, 1921—3,971 more persons than from April 1, 1919, to March 31, 1920.

2,661 persons, men and women, attended the lip-reading classes for the year—1,374 more than for the year April 1, 1919, to March 31, 1920.

1,382 lip-reading lessons were given to 12 ex-service men sent to the League by the Federal Board for Vocational Education.

An evening class in lip-reading for adults was established in the Lowell School, Oak Park.

Two scholarships in lip-reading were awarded.

One scholarship in lip-reading was raised for a shut-in girl and a teacher sent to her home.

A series of story hours for adult lip-readers was given by Georgene Faulkner, attended by 168 persons.

A monthly round table was organized for practise in conversation and to promote interest in social work for the hard of hearing.

The Bulletin Board, the first monthly sheet of its kind for the hard of hearing, was published.

A sewing class under the leadership of an experienced dressmaker was organized.

Employment was found for applicants in the following lines of work: Housework, typist, bookkeeping, office work, filing, addressing, cashier, press clipping, accessioning, assembling, gardening.

A study of professions and occupations that the hard of hearing can follow was begun and is being continued. The following occupational studies have been completed and published to date: Show-card writing, comptometer operating, watchmaking, jewelry engraving, cabinet-making.

Warm clothing, board and room, car fare, medicine, acousticon repairs, glasses, medical care, ear examinations, and small loans were furnished.

A survey of churches having acousticon provision was made and a list of churches printed and distributed.

A campaign for the installation of acousticons in churches and theaters was begun and is being continued.

Outings, illustrated talks, moving pictures, talks with slides on travel, birds, flower preservation, etc., and special parties were given for the entertainment of the hard of hearing who can only enjoy special forms of recreation.

A Young People's Club, a Men's Club, and a Card Club were organized and meet monthly.

## THE NEW YORK ACADEMY OF MEDICINE VISITS THE NEW YORK LEAGUE

On Friday evening, April 8, the Section on Otology of the Academy of Medicine held a joint session with the New York League for the Hard of Hearing, at the rooms of the latter. This was in itself a signal honor, for the Section has never before met in other quarters than its own, and it is at the same time an eloquent testimony to the work of the League's President and First Vice-President, Dr. Hays and Dr. Phillips, on its behalf, as well as evidence of cordial good will on the part of Dr. Loughran and Dr. Kopetzky, respectively Chairman and Secretary of the Section, and also members of the League's Consulting Board of Otologists.

The meeting took the form of a demonstration of the League's general work. After an inspection of the rooms, including the hand-work shop and the newly established thrift shop, the meeting was called to order. Dr. Phillips welcomed the Section, reading a letter from Dr. Hays, who was absent through illness. Miss Peck, Executive Secretary, told how the League's work is handled by its staff of social workers and its large corps of volunteers, touching briefly upon its history and dwelling upon the new activities of the present season. She was followed by Miss Walker, Head of the Education Department, who spoke on the history and scope of her department. Miss Walker pointed out the need of public school instruction for hard-of-hearing children, giving in illustration a demonstration of lip-reading. The young girl who was selected has recently been under the instruction of the department because the schools make no provision for such pupils. She had never received instruction from Miss Walker, and answered questions in a manner which proved her an unusually promising student.

The Employment Department next gave a showing of its work in the form of a brief sketch, "A Day in the Employment Bureau," illustrating its correspondence, its calls upon employers, and interviews with its applicants. This was prefaced by Miss Samuelson, head of the department, in a short explanatory address. She was assisted in the demonstration by Miss Lehman, placement secretary.

Miss Cooper, Head of the Welfare Department, explained its dual purpose in befriending our people through illness, unemployment, and distress, and also in building character through suitable recreations. After describing the recreation clubs and their varied activities, Miss Cooper offered, as a demonstration of what had been accomplished in dramatics this season, a short pageant called "The Lighting of the Torch." This was acted by the young people of the Tuesday Club (oralist), who, in an Indian scene, showed America before the settlers came. The second scene, by members of the Thursday Club, symbolized the ideals of the Pilgrims and their early struggles, while in a third scene the two groups illustrated the peace-making between Pilgrims and Indians with a forward glance to America under the flag of the Union. Incidental music was supplied by members of the League, and the audience showed lively appreciation of the helpfulness of this kind of work.

Other addresses were made upon the League's future work by Mr. John de Raimés Storey, and upon the American Association for the Hard of Hearing by Dr. Phillips, its President. The meeting then adjourned and refreshments were served.

An adjunct to this meeting, which was interesting both to the otologists and to members of the League was an exhibition of all the latest inventions and improvements in hearing devices by the seven leading companies manufacturing such aids to hearing. We believe that this is the first time an opportunity has been arranged to bring together otologists, deafened people, teachers of lip-reading, and hearing-device manufacturers, and especially to afford the latter group equal privileges in the way of demonstration. The companies represented were the Globe Manufacturing Co., the Harper Oraphone Co., the Dictograph Products Corporation (church phones donated by the foregoing were in use during the meeting), the Port-O-Phone Corporation, E. B. Meyrowitz, the Gem Ear Phone Co., and the Mears Ear Phone Co. The inventors of two important devices, Mr. Charles W. Harper and Mr. Earl C. Hanson, were present and added much to the interest of the evening.

#### THE TOLEDO LEAGUE

The Toledo League for the Hard of Hearing recently held a bazaar, at which \$275 was cleared for its work. The League was thus enabled to gratify a long-felt wish and become a life member of the American Association to Promote the Teaching of Speech to the Deaf, thus assuring itself of always having *THE VOLTA REVIEW* on its reading-table.

The success of the League is attested by the fact that during this time of business depression positions have been secured for 130 deafened applicants. The enthusiasm and perseverance of the President, Mrs. Dewey, were the main factors in achieving this remarkable record.

#### THE WASHINGTON CLUB

Through the generosity of one of its members, the Speech-Reading Club of Washington has become a life member of the American Association to Promote the Teaching of Speech to the Deaf, and *THE VOLTA REVIEW* is consequently assigned a prominent place in the rooms of the Club—when it gets them!

Mrs. W. W. Hubert, the President of the Club, made a visit, early in May, to the organizations in Boston, New York, Newark, Jersey City, and Philadelphia. Great good will undoubtedly accrue to the Club from this observation tour of its leader, who was everywhere most cordially received and afforded every facility for acquiring helpful suggestions from the experience of others.

#### THE MÜLLER-WALLE SCHOOL, NEW YORK

Miss Dugane finished her course of twenty-three lectures for the season, Thursday, May 5. The subject, "Our lessons from lives of noted characters," was chosen from the lists handed in by the pupils. At the beginning of the season Miss Dugane requested all to give her a list of twenty English-speaking men or women who had done something to help humanity.

The lectures were largely attended and most enjoyable, as well as a help and inspiration to all who had the privilege of being present.

The practise classes throughout the year have been most beneficial, and many pleasant and happy hours have been passed in the historic Twelfth Night Club, where so many famous people, past and present, have found recreation and rest.

#### THE NEWARK LEAGUE

The Newark League for the Hard of Hearing recently cleared \$175 at a rummage sale for the benefit of its work and \$50 at a card party for the same purpose. The League feels greatly encouraged by the interest shown and is making plans for the extension of its activities.

#### THE LOS ANGELES LEAGUE

The Los Angeles League has generously responded to the appeal for help from the Anatolia Girls' School for the Deaf, at Marsovan, Turkey.

#### ENCOURAGEMENT FOR THE OFFICE FORCE OF THE VOLTA BUREAU

Sinclair Lewis, the author of "Main Street," one of the best sellers of the day, was at one time Assistant Editor of *THE VOLTA REVIEW*.

Minneapolis, Minn., is hoping to have an organization for the hard of hearing established within a few weeks.

# Teachers Wanted and Teachers Wanting Positions

## TEACHERS WANTED

WANTED—An oral teacher for intermediate grade for session of 1921-22. Albany Home School, 98 Pine Avenue North, Albany, N. Y.

WANTED—A competent and experienced oral teacher. Inducive salary. To begin September, 1921. V. V. V.

WANTED—A competent oral teacher for two children, boy 5, girl 3, at the leading seaside resort in Australia. Traveling expenses paid and a reasonable salary. Living expenses about 25% less than in America. Address, F. W. Radford, Milgunyah, 31 Addison Road, Manly, New South Wales.

WANTED—An additional teacher for advanced grades. One able to prepare pupils in English and Mathematics for Harvard and Vassar. Write full details. Wright Oral School, One Mount Morris Park West, New York City.

WANTED—One or two trained oral teachers of experience for the Oral School for the Deaf in Vancouver, British Columbia. S. H. Lawrence, Principal, 2385 6th Ave. West, Vancouver, B. C.

WANTED—Two oral teachers, primary grades, for year beginning September, 1921. J. C. Harris, School for the Deaf, Cave Spring, Ga.

WANTED—For 1921-22 in Southern Day School, one Oral Teacher. Address, P. B. S., Volta Bureau, 1601 35th St. N. W., Washington, D. C.

WANTED—An experienced oral teacher in a private school. Apply, Volta Bureau, Box 406.

WANTED—Three or four good teachers for oral work. Good salary. Apply Superintendent West Virginia School for the Deaf, Romney, West Virginia.

WANTED—A competent and experienced oral teacher for primary grade. One capable of teaching rhythm. Give full particulars as to educational qualifications, training, experience, salaries, etc. To begin September, 1921. Address, Miss Sara McBride, School for the Deaf, Honolulu, Hawaii.

TEACHER WANTED—The North Carolina School for the Deaf wants a well-trained, experienced oral teacher for primary work. There is a possibility of another vacancy in a higher grade. Address, School for the Deaf, Morganton, N. C.

WANTED—In private school—A matron who is capable of caring for sick children. No one using signs or finger spelling need apply. Address, Volta Bureau, Box 406.

## POSITIONS WANTED

Oral teacher of nine years' experience desires to make a change in location. Has had experience organizing schools, and has specialized in primary work. W. P., Volta Bureau.

WANTED—A Northampton graduate of broad education wishes to change her position for another, preferably in New York State. L., Volta Bureau.

WANTED—Private pupil for year beginning July 1st in or near San Francisco. Best references and six years' experience. Address, W. L. M., c/o VOLTA REVIEW.

SECRETARY-COMPANION—A deafened woman desires position. Was formerly a school teacher. Capable correspondent. Excellent speech-reader. Can assist adult in home study of lip-reading. Prefers location near Boston. Would consider Eastern Canada if traveling expenses were furnished. Address, R., Volta Bureau, 35th and Volta Place, Washington, D. C.

WANTED—September, 1921. A position in an institution for the deaf as supervisor of girls or as teacher of home economics with all its branches. The applicant is 24 years of age, a graduate of Rochester School for the Deaf (1918), and of William Smith College (1921) of Geneva, N. Y. An expert in lip-reading and speech. Can furnish references if required. Address, W. S. C., Volta Bureau.

Oral teacher of six years' experience desires change. Will be interested in private work or in a school position. Address, Box Z 4, Volta Bureau.

Oral teacher familiar with rhythm, interpretive dancing, and playground supervision desires position in intermediate department of eastern or middle west school. Five years' experience. Address, Volta Bureau, Box H 7.

## FOR SUMMER MONTHS

WANTED—An experienced oral teacher wants a private pupil for the summer months. S. A. J., Volta Bureau.

## FOR SUMMER MONTHS

WANTED—A private pupil for the summer months, by a Northampton trained teacher of five years' experience. Address, A. M. M., Volta Bureau.

SUMMER PUPIL—An experienced oral teacher desires a position as private teacher for the summer months. Address, P. T., Volta Bureau, Washington, D. C.

WANTED—By experienced teacher, a position as teacher of deaf child during summer of 1921. Address, J. E., Volta Bureau.

SUMMER PUPIL—A competent and experienced oral teacher desires a private pupil for the summer months. Address, R. Q., Volta Bureau.

WANTED—Pupil to teach during the summer months by a Northampton graduate of several years' experience. Address, P. W., Volta Bureau, Washington, D. C.

Oral teacher of experience desires primary pupil for July and August, in country or mountains, not more than twelve hours from New York City. Address, Box 68, Volta Bureau, 1601 35th Street, Washington, D. C.

WANTED—Experienced teacher desires position in the East as private teacher for the summer months. Address, J. L. R., Volta Bureau, Washington, D. C.

## SPEECH-READERS TAKE NOTICE

WANTED—Graduate teacher Nitchie Method, slightly deafened, for summer or permanently. State experience and salary expected. T. N. A., Volta Bureau.

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Principal, CAROLINE A. YALE.

# THE VOLTA REVIEW

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*"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.*

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## THE DEAF CHILD IN HIS HOME

By SARAH FULLER

ASSUMING that the home into which a deaf child is born is his natural birth-right, we may ask how his privilege of a place in the family may contribute most fully to his development into what Horace Mann characterized as "a noble citizen, ready to contend for the right, and to die for the right." The fact that he is irrecoverably deaf determines at once the attitude of the entire household toward him. He is to be one of the family through the united efforts of all to supplement his loss of hearing. A common means of communicating thought must be established, and the language of the household must become his. Since the spoken word cannot be heard, it must be seen, and while yet an infant in arms, the terms of endearment which every mother lavishes upon her helpless babe must be repeated over and over again to the little one, until it becomes the habit of the child to rivet his eyes upon the mother's mouth whenever she speaks to him. These first lessons in speech-reading are most valuable, as indicating the way by which the child is to acquire a knowledge and use of his "mother tongue."

The imitative powers of a deaf child are as quick as those of a hearing child, and the movements of the mouth may be as readily and as naturally copied as are the movements of the hands, the feet, the arms, etc. The first attempts at speech by the hearing infant are a few elementary sounds and combinations of sounds, and these are repeated hundreds of times for months before a finished word results. In the same way, a deaf child begins the acquisition of speech. Having

no idea of the sound of either his own voice or of that of another, he must be led to recognize its vibrations through the sense of touch. For this purpose the mother places his little hand upon the bony framework of her own chest, while she repeats sounds such as she has commonly made for the amusement and imitation of her hearing baby. The vibrations produced by the mother's voice and the movements of her mouth are attractions which interest the child and which induce him to attempt a reproduction of both. The first intelligent response to the mother's effort is the key which unlocks for him the great storehouse of spoken language. Without following in detail the processes by which sounds and their combinations become successively words, phrases, and sentences, it is sufficient to say that a mother may be guided in her instructions to her deaf child by what she has repeatedly done for her hearing children, and, through persistent teaching and constant appeals to the child's sight and sense of touch, give to him a use of speech.

Pathetic testimony to the early habit of imitation in children was given by Helen Keller, who is both deaf and blind, when at the age of ten she wrote, "When I was a very little child, I used to sit in my mother's lap nearly all the time, because I was very timid and did not like to be left by myself. And I would keep my little hand on her face all the while, because it amused me to feel her face and lips move when she talked with people. I did not know then what she was doing, for I was quite ignorant of all things. Then when I was older I learned to play

with my nurse and the little negro children, and I noticed that they kept moving their lips just like my mother, so I moved mine, too; but sometimes it made me angry, and I would hold my playmates' mouths very hard. I did not know then that it was very naughty to do so."

A partial, and very imperfect, pronunciation of the names of favorite toys, of articles of food, and of the names of members of the family may be all the return given for months of patient iteration and reiteration of these words, and yet, when compared with the vocabulary of the average hearing child, it is most encouraging. A firm conviction that speech is a possible possession for every deaf child, however slow its acquisition, will lead a mother to so order the life of her child that he shall have as good an opportunity to see and to imitate speech as the other members of the family have to hear it. Unlimited repetitions of questions, replies, directions, and statements, accompanied by representations, in every conceivable way, of objects not easily shown to the child, and graphic illustrations of actions are needful to enable the little learner to fully grasp the thought embodied in the spoken words and should be freely given to him.

The words of Dr. Oliver Wendell Holmes, in regard to the receptive period of life, applies, in almost every particular, with as much force to the deaf child as to the hearing one. He said, "The infancy of every human being born under favorable conditions is full of inspiration, which acts in the consciousness long before it has found words to express its exalted and excited emotions. The blue sky overhead, the green expanse under foot, the breath of flowers, the song of birds, the smile of a mother, the voices of loving guardians and friends, the changes of day and night, the roll of thunder, the blaze of lightning—all that makes up the scenery and orchestra of Nature, as yet uninterpreted by language, sink into the consciousness to be remembered only in the effects they have produced. All this, I believe, is much more literally true than the poetic assertion of Wordsworth about the clouds of glory we come trailing from a previous existence. Substitute for the 'Heaven which

is our home' the unremembered world of our existence before we have learned to label our thoughts and emotions with words, and the child may be said to possess a wonderful inheritance derived from his infancy before the time of articulate expression."

At an early period, too, the moral sense in the deaf child is stirred. The approving nod and smile and the look of disapprobation emphasize words of assent or denial, and give shape to the thought of right and wrong as associated with wishes or acts. A patient, tactful manner and a few, simple, expressive words will give to even the youngest deaf child all that he needs by way of explanation in matters of obedience, and will convey to him what he needs to know.

The nursery life is full of opportunities for the development of play instincts which lead directly to the need of a constant use of speech. Sharing toys with little playmates, joining in their games, catching from them the words of rhymes and jingles—all help to foster a habit of speech and to establish an interest in all that makes a happy, healthful childhood. Each period has its own language and its literature, and, given the time and the attention which his need demands, the deaf child may enjoy both in the same degree as his hearing brothers and sisters, and thus be prepared for the school days which are to be occupied with tasks that test his powers of application and self-dependence.

The enlargement of the bounds of the child's life means even greater demands than have hitherto been made upon his family, and every needed effort should be gladly made to enable him to take his place as a student with those who have been his childhood's companions and friends. Not only should he have all the encouragement and help which hearing children receive on their entrance to untried experiences, but if need be he should be given opportunities to receive special assistance. Debarred as he is by his deafness from knowing what is said when the face of the teacher or classmate is turned from him, it is not unreasonable to claim for him the right to be told whatever is heard by those about him.

Some of the homely results of all this painstaking care may be presented here to show that they are commensurate with the expenditure of time and effort which they have cost. They are these: An ability to understand and to use spoken and written language; the power to share intelligently the interests of each member of the household; a sympathetic care for all that pertains to the home; a loving co-operation in whatever plans are made to add to the claims of home life; a readi-

ness to share in all service which may increase its comforts and lighten its burdens; a participation in household hospitality; a generous response to neighborly acts; a cordial acceptance of social duties, and a desire to minister to all who may need his help—these and many more equally rich returns are the direct rewards of the parents, the brothers, sisters, and friends who are willing to give of their time, strength, and love for the well-being of deaf children.

## CLUB-HOUSE OF THE SAN FRANCISCO LEAGUE FOR THE HARD OF HEARING

By ALICE N. TRASK

NOT OFTEN do dreams come true, but the club-house of the San Francisco League for the Hard of Hearing, long talked of and longed for, is a real fact and quite as perfect as a dream could be.

While Philadelphia is called the "City of Homes," San Francisco is named the "City of Apartments," so it seems quite in keeping that the club-house of the San Francisco League should be an apartment. After endless search, having taken Mrs. Dewey's advice to "Do it now and not wait until we had the money, or for any such minor consideration," we decided to take a large apartment which seemed most desirable and answered all our purposes.

Dear VOLTA REVIEW family, after you have heard all about it I am sure that you will agree with me that no house could hold a candle to our lovely apartment.

In the first place, we are most conveniently situated in the Arcona Apartments, at 851 California Street, just off Powell Street, which is a modern, attractive building within five minutes' walk of everything—theaters, shops, banks, etc. It overlooks the Fairmont Hotel and Stanford Court and has a wonderful view of the bay, the Berkeley Hills, and the city. The sunsets from our windows are visions of ravishing splendor and at night there spreads before us the magnificent panorama of San Francisco's myriad twinkling lights, while from far



across the bay, like stars reflected in the water, gleam the lights of Oakland and Berkeley.

We have the top floor, which is reached by elevator and contains ten large, steam-heated rooms, two sleeping porches, and four large, tiled bathrooms supplied with unlimited hot water.

The furniture is very good, being mostly of mahogany in an old-fashioned design. The living-room and dining-room, each containing an open fireplace,





RECEPTION HALL AND DINING-ROOM



CORNER OF LIVING-ROOM, SHOWING VIEW OF ONE OF SAN FRANCISCO'S HILLS WITH THE BAY BEYOND



ONE OF THE BED-ROOMS

are handsomely carpeted, and the bedrooms, with their roomy closets, and the halls have hardwood floors with rugs. We are already in perfect order, with curtains and pictures hung and the linen closet well filled with new bed-linen and towels.

In fact, we have every modern convenience in our club-house, and we plan to make our guests happy and at home. We cannot very well open a tea-room, but will serve breakfast to those who wish it. As we are so near to all kinds of restaurants, hotels, and cafeterias, we think most people would probably prefer having lunch and dinner elsewhere.

Our club-house project was most enthusiastically received by our members on May 6, when we held a mass meeting to devise ways and means of raising the necessary funds to start it. We decided to have a membership drive which will increase our annual income as well as assist us at once; nearly all of the thirty-two League members present very generously agreed to give 25 cents each week for one year, to be paid quarterly in ad-

vance; also, we have had many generous donations of money in sums varying from five to one thousand dollars.

Although several members are already living there, on June 4 the club-house will open its door to the public for the first time with a house-warming from 3 to 6 o'clock, which we feel sure will enthrall all who come.

The League has grown so rapidly in its first five years, not only in members, but in its many activities as well, that a place of its own had become an imperative need yet almost an impossibility unless it could be made self-supporting; and this we can now accomplish since we have two large, beautiful rooms for League meetings and social affairs and shall receive in rent for our rooms money enough to defray all operating expenses, leaving our membership dues for other phases of the League's work.

And now, having realized our dream, we feel very hospitable and extend an invitation to all our friends everywhere, old and new, to call on us in our new club-house.

## THE PHONETIC INSTITUTE OF GRENOBLE

By ISABELLE M. SCOTT

THE University of Grenoble has for many years drawn to itself great numbers of foreign students. More than any other provincial university in France, it makes special provision for the needs of such students and arranges special courses of instruction for them, not only during the holiday months, but throughout the whole year. It is interesting to note of what varied nationalities are the students who frequent these courses. In the summer of 1920 there were 847 enrolments, representing 20 different nationalities—Great Britain, Italy, Rumania, United States, Sweden, Norway, France (Alsace), Holland, Switzerland, China, Denmark, Brazil, Canada, Greece, Czecho-Slovakia, Jugo-Slavia, Finland, Spain, Poland, and Peru, the countries being arranged according to the number of students from each. For the ordinary scholastic year—November to June—the enrolments are naturally less numerous,

but the nationalities represented remain practically the same.

A large proportion of these students aim at teaching French in their own countries, and for such students the acquirement of a good pronunciation is of great importance. A good pronunciation can, in many cases, be acquired by imitation, but this demands long residence in the country and calls for great fineness of ear and flexibility of the vocal organs. Moreover, the teacher returning from France with a good pronunciation is faced with the difficulty of imparting it to his pupils, whose opportunities of hearing him speak are limited to a few hours a week. Again, there is the danger that the pronunciation acquired by imitation merely may deteriorate when the French environment is no longer there, when, on the contrary, the teacher has to listen all day long to the more or less imperfect accents of his pupils. Sooner or

later, each language teacher becomes convinced that to attain a good pronunciation within a reasonable time, to keep hold of this pronunciation and to secure effective teaching of it, he must resort to scientific methods—that is, to phonetics.

The Phonetic Institute of Grenoble is under the direction of Monsieur Durafour, who is also Professor in Philology at the university. Three courses of instruction are provided. The first may be termed the elementary, or practical, course, the second the advanced course, and the third the special course.

In the elementary course the organs of speech are briefly dealt with, so that their names and functions may be familiar to the student. Then comes the classification of the consonants, first into the classes, voiced, *b, d, g*, etc., and unvoiced, *p, t, k*, etc. Mistakes in the production of sounds can always be illustrated among the students themselves who represent such different nationalities. For example, it is found that Alsatian students have difficulty in distinguishing between voiced and unvoiced consonants. Practical indications are given by which the defect may be remedied. The consonants are then subdivided into plosives, nasals, laterals, fricatives, and each of these subdivisions divided again into labials, dentals, palatals, etc., so that the whole table of consonants as given in Passy's chart *Les Sons du Français* is analyzed, explained, and practised. At the same time the professor may ask students of different nationalities to pronounce sounds peculiar to their language, and call upon the class to analyze such sounds and show their relationship to the French sounds most nearly corresponding. There is thus a double training of the ear and of the vocal organs. Very quickly the results of such training can be noted. Students detect mistakes in pronunciation in their fellow-students and in themselves—the first step toward the remedying of them.

The vowels are treated in similar fashion according to: 1, the degree of opening between tongue and palate; 2, the point of articulation; 3, the position of the lips; 4, nasalization. Practical hints are given to aid the students in producing these sounds. Moreover, as with the

consonants, vowels found in other languages are noted and added to the table. Special attention is also given to the semi-consonants or semi-vowels which play such an important part in French pronunciation.

The correct pronunciation of individual sounds is the basis on which a good pronunciation is founded. The next step is the combining of these sounds into syllables, into words, into phrases. This demands a knowledge of the duration of vowel sounds, the assimilation of certain sounds, the syllabic division of words, the liaison, the rhythm of the phrase. All these points are taken up in this course of lectures, which occupy one hour each week.

The same amount of time is devoted to more advanced phonetics, to the study of the psychological, the physiological, and the physical aspects of speech. The psychological aspect is considered mainly from the point of view of the foreign-language teacher. The study of the nerve centers, the consequent realization of the complexity of speech, and the mutual dependence of the various elements which compose it, afford many deductions which are of value to the teacher. With regard to the physiological aspect, the structure of the lungs, the ear, the nose, and the larynx is studied in much greater detail than in the elementary course. Then the physical side of speech is considered—the qualities of sound. Comparisons are made between the sounds in music and the sounds of spoken language. The speech melodies of different languages are studied.

The students supplement these two hours of lectures by three hours a week of practical exercises in pronunciation and reading. For this purpose they are arranged by the professor in groups of six, according to their nationality and their degree of advancement. The special difficulties of each student can thus be more easily dealt with and his progress noted from week to week. This practical instruction proceeds on the lines of the lectures given. Separate sounds are practised until the correct pronunciation becomes practically automatic. From separate words one proceeds to connected passages—prose or poetry. The text-

book used is the *Exercices pratiques d'Articulation et de Diction*, par Monsieur Rosset. The passages are printed in phonetic as well as in ordinary script. Moreover, they are registered on the phonograph, and students are expected to listen carefully to the phonograph version in the course of the week until the phrasing and the melody become familiar to them. There is constant reference to the directions given in the lectures with regard to liaison, rhythm, etc. The training of the ear is continued, inasmuch as the students note each other's mistakes and indicate the manner of correction. Any student who follows a systematic course of instruction such as this and who is willing to make the necessary effort to conquer his difficulties is bound to obtain a really good pronunciation of French.

There remains to be considered the special course intended for those students who wish to specialize in the theory and practise of phonetics. The professor arranges for them visits to the School of Medicine, where they may see dissections of the larynx, and to the hospitals, where, by means of the laryngostroboscope, the action of the vocal cords may be observed. There is also a series of lectures in acoustics, which they attend together with the science students. One morning a week is devoted to laboratory work—the manipulation of the various apparatus used in experimental phonetics. Speech inscriptions are made, and since the students are of different nationality the comparison of such inscriptions is of special interest. (It may be said in passing that to the phonetician wishing to undertake a study of compared phonetics, Grenoble offers inexhaustible material.) Experiments are made to illustrate points arising from the lectures—the sonority of French vowels, the distinction between simple and nasal vowels, the even expenditure of the breath in French speech as compared with that of other languages, etc.

Another branch of this special course is the study of local dialects, the patois which are still spoken in the mountain districts and which vary from one village to another. Certain texts written in the patois of these districts are available, and

such a text is transcribed into phonetic script by the student when he has resided for some time in the district. This work is of course under the supervision of the professor, who selects the district, the text to be studied, and who indicates methods of procedure. In this way is gathered together much material relating to the phonetic development of the language.

One word, in conclusion, as to the examinations for which students may present themselves. Three diplomas are granted by the university to foreign students: 1, *le Certificat d'Etudes*; 2, *le Diplôme de hautes études de langue et de littérature françaises*; 3, *le Diplôme d'études supérieures de phonétique*. While the third demands a more specialized study of the theory and practise of phonetics, it is essential that candidates for the other examinations also should satisfy the examiners as to their ability to read correctly at sight a passage taken from any French author, to understand spoken French, and to express themselves without difficulty in that language. A knowledge of phonetics is therefore indispensable to students aiming at any of these diplomas.

#### MRS. COOLIDGE A DIRECTOR

It is gratifying to have the pleasure of announcing the acceptance by Mrs. Calvin Coolidge of a membership on the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf. Miss Sarah Fuller tendered her resignation as a member of the Board and suggested that Mrs. Coolidge be elected.

#### NEW SUPERINTENDENT OF THE MISSOURI SCHOOL FOR THE DEAF

Mr. William C. McClure, superintendent of the North Dakota School since September 1, 1920, has resigned that position to become superintendent of the Missouri School. Mr. McClure was a teacher in the Missouri School for the Deaf from 1913 to 1920, except for one year during the war, spent in the U. S. Navy, where he was commissioned as ensign. Many expressions of interest and approval have been brought forth by his appointment to succeed Mr. Morrison.

The Colorado School for the Deaf and the Blind is being congratulated upon obtaining the services of Mrs. William K. Argo as superintendent. She succeeds her husband, whose death occurred April 20, 1921.



"A proven friend is like a gushing spring upon life's desert drear; though the dead sands all surround it, yet its waters, fresh and clear, invigorate the soul."—Charles L. H. Wagner.

#### DEAR FRIENDS OF MINE:

*Happiness*—do you desire it? Do you wish it for your family and your friends?

Dr. Charles Gilbert Davis, in the *New Success Magazine*, writes some astounding physiological facts with which we should earnestly concern ourselves. He says:

"If a thought can in an instant of time dilate or contract a blood-vessel; if it can increase or decrease the secretion of a gland; if it can hasten or retard the action of the heart; if it can turn the hair gray in a single night; if it can force tears from the eyes; if it can in an instant produce great bodily weakness; if it can produce insomnia; if, as has often occurred, it can bring instantaneous death, then is it not natural for us to conclude, without further argument, that it may bring about a more or less continuous derangement of the physical organism that we call disease?"

"I have seen the most wonderful effects follow a fit of anger. After an outburst of passion the function of every gland in the body is impaired. Time and time again I have observed acute illness in an infant when it was permitted to nurse immediately after the mother had engaged in a quarrel, and on more than one occasion I have seen death follow within a few hours.

"The standing army of the human body is the corpuscles of the blood. Upon them we depend to heal the wounds, build new tissue, and attack the poisonous bacilli that may attempt to enter our systems.

"Thought produces disease because of its action on the corpuscles of the blood. These corpuscles are wonderfully influenced by the mind. An outraged conscience, hate, envy, anger, and fear crush the vitality out of them and leave the citadel of life exposed. But faith, hope, happiness, and love create them and send them swarming through the body till every fiber and tissue throbs with life. This is demonstrated by the microscope."

This is not a religious creed nor a social fad, which is the fashion of the hour, that I am putting before you. It is a recognized scientific fact, to which any one of you can testify when you stop to think. When you read that "a thought can in an instant of time dilate or contract a blood-vessel," you may remember the many times that you have flushed or grown pale when you have heard good or bad news. You know from experience that the thought of delicious food or the thought of thirst and the enjoyment of cool refreshing water will increase or decrease the secretion of the glands. You read on and you know, every one of you, that what I have quoted is true, even to the drastic conclusion that thought may bring about instantaneous death or disease.

Think how terrible it is to live with the somber thoughts of despair, envy, fear, and bitterness! These are the dark companions of deafness. How do you receive them? Do you accept them as the inevitable accompaniments of your affliction, and live with them daily—cherishing and brooding over them? They "crush the vitality" and "leave the citadel

of life exposed" just as surely as the more violent thoughts of anger and rage. In their wake follow the heights and depths of hysteria and melancholia. They lead you to the brink of the Valley of the Shadow. Therefore you must combat them at once—at their very inception. There are two ways of doing this: one is by introspection and analysis, and then a rigorous resistance of these thoughts when they arrive; the other is perhaps better; it is a positive attitude, a forging ahead with thoughts of cheer, courage, and service as armor. The physical result is health, vigor, and strength—*LIFE* in "every fiber and tissue." The consummation is found in the "faith, hope, happiness, and love" that crown such splendid living.

What I am trying to say is beautifully expressed by one of the members of our Correspondence Club in the Ring letter that has recently completed the "rounds." She says, "We should try to be happy with the true happiness that comes from within, and cheerful from the knowledge that life holds much for us if we will but see it in the right spirit, *all the time!* And the spirit of inner happiness and cheerfulness will shine in our faces and actions, so that other people will be helped to bear their handicaps; for, my dear friends, there are many burdens and handicaps in this old world besides deafness."

Another member quoted a little rhyme, which, if you say it many times over each day, may act as a charm to frighten the evil genii of dark thoughts away.

"If you sigh about your trouble, it grows  
double

Every day;

If you laugh about your trouble, it's a bubble  
Blown away."

This reminds me of a funny rhyme which you may have heard already:

"The worry cow would have lived till now  
If she hadn't lost her breath,  
She feared her hay wouldn't last the day,  
So she choked herself to death."

We who are deafened find much happiness and inspiration in our books. I will give you a list of books (gleaned from the Ring letter of the Correspondence Club), which are of particular usefulness to the deaf. They are books you should own and I hope you will try to

obtain as many of them as you can. Some of them are out of print.

The Life of Harriet Martineau.  
Letter to the Deaf. By Harriet Martineau.  
The Life of Helen Keller.  
The World I Live In. By Helen Keller.  
The Road of Silence. By Margaret Baldwin.  
Deafness and Cheerfulness.  
The Deaf in Art and the Art of Being Deaf.  
Quiet Talks. Gordon.  
In Tune with the Infinite. Trine.  
The Meaning of Prayer. Fosdick.  
Is the World Growing Better? Snowden.  
The Soul in Suffering. Carroll.

What books have *you* read that you think the rest of us might enjoy?

Please remember that this is your page and that I am relying upon *you* to keep it a success. I have received a great deal of appreciation, but I need more inspiration. What have you read about or heard about that would interest us? What new ideas have you tried out in the way of entertainments, drives for money, publicity in your Club or League? What humorous or pathetic experiences have you had while trying to get new members for your Club or subscribers for *THE VOLTA REVIEW*? One of my readers told me that she tried to solicit new members to form a club by asking the help of aurists, ministers, the Woman's Club, and what-not organizations, only to find that it was the *laundryman* who apparently knew where most of the deaf people in her city lived!

The first Ring letter of the Correspondence Club was a greater success than even I had dared dream it would be. I have quoted enough from it to show you that if you are not a member, you are missing a very great deal. You really should join us—it is one way to find happiness.

In closing I will give you a lovely verse, which one of our members of the C. C. quoted for us:

"May every soul that touches mine,  
Be it the slightest contact, get some good  
therefrom,  
Some little grace, one kindly thought,  
One aspiration yet unfelt, one bit of courage  
For the darkening sky, one gleam of faith  
To brave the thickening ills of life,  
One glimpse of brighter sky beyond the  
gathering mist,  
To make this world worth while,  
And heaven a surer heritage."

Yours for happiness,

THE FRIENDLY LADY



## IN THE WORDS OF PRISCILLA

By JOHN A. FERRALL

THE deaf person, like the sufferer from a cold, has to bear with an added affliction in the form of unsolicited advice as to remedies. At least, I suppose this is the case generally, since to date I have received exactly 11,219 suggestions looking toward the alleviation of my deafness. I will go one step farther and say that I have tried 9,140 of the suggestions. My *deafness* has been benefited, it is true; but my hearing is no better. It just simply isn't, if you get what I mean. Perhaps my counselors spoke advisedly when they declared that their various remedies would help my *deafness*!

Not long ago I was visited by a man whom I know only casually. He came in at a time when I was quite busy—ostentatiously so. But this did not prevent him from dilating at length on the merits of an herb remedy he had unearthed. I think “unearthed” is the correct word!

His argument, as nearly as I could follow it during waking moments, was to the effect that deafness, all deafness, was due to a mere temporary derangement of the hearing organs due to imperfect functioning of the body in general because of a deterioration in the amount and quality of the blood. His herb remedy, it appeared, would soon adjust all this and cause the blood to flow merrily and abundantly along its proper channels, freshening up the old river bed, so to speak, and causing new vegetation to burst forth—including, of course, the ripening of a new and improved crop of hearing organs.

After an hour or so I began to lose interest. A little while longer, and the boredom degenerated into something very closely resembling irritation. Then I said to my visitor: “Did it ever occur to you that perhaps I do not want to regain my hearing?”

This idea, it appeared, had never occurred to him.

“I am perfectly happy,” I said, “as you can see for yourself. So long as I do not know what a terrible affliction deafness is, what difference does it make whether I hear or not? I'm like the man who

called a waiter and wanted to know whether it was peach or apple pie that had been served him.

“Can't you tell by the taste?” asked the waiter.

“No,” replied the customer.

“Then what difference does it make?” demanded the waiter.

That, I explained to the herb enthusiast, about described my case. And so he went away from there, taking his famous herb remedy with him.

After he had departed and I gradually got back to normalcy again, I began to wonder just how much truth there was in the theory I had expounded to him. And do I actually want to regain my hearing? It sounds absurd, I suppose, but it really is a question with me. For me, deafness has so many compensations that the loss of hearing is anything but an unmixed evil. Of course, I am merely, in this argument, following the advice of Priscilla to John Alden: “Why not speak for yourself, John?” I know not what others may choose, but as for me—give me deafness and take your old hearing!

Naturally, when I make such statements I expect to be greeted with more or less of skepticism. Even those who are compelled to admit that I appear to be happy enough, intimate pretty broadly that the feeling will not last.

A bridegroom, according to a popular story, found his bride of but a few weeks in tears.

“Why, what in the world is wrong?” he asked, rather startled.

“N-no-nothing,” she sobbed, “only everybody said I'd never be happy if I married you.”

“But you are happy, aren't you?” he said, anxiously.

“Yes-s,” she admitted, tearfully, “but now they say it won't last.”

How much happier she would have been if she had been too deaf to hear her “friend”!

And that is a pretty accurate description of the attitude I am encountering in my effort to foist an optimistic outlook upon an unwilling world! Some folks

go even farther and intimate that they rather doubt my—er—sincerity.

For example, an old friend recently admitted that he read some of my *VOLTA REVIEW* articles—especially the optimistic “flapdoodle,” as he termed it. His excuse was that at times he needed all the encouragement he could get, and on such occasions he felt toward my articles much as a certain young lady is said to have felt regarding the remarks of a girlhood sweetheart of hers who had returned to his home town after an absence of many years.

“Why, Marguerite,” he declared, when they met, “you are just as young and just as lovely as ever.”

“And you, Sandy,” she replied, “are just the same beautiful liar as ever—but please tell me again!”

My friend went on to say that my articles always reminded him of a certain introduction to one of Eli Perkins’ books of humor he had read years ago. This introduction told of a dinner given at Delmonico’s where the late General Butler arose and declared:

“I have the honor of knowing three of the greatest liars—the greatest living liars in America.”

“Who are they?” asked Sam Ward, who was among those present.

“Well, sir,” said General Butler, thoughtfully, “Mark Twain is one of them—and *Eliar* Perkins is the other two!”

Of course, I never laugh at any except my own jokes, so I received this comment in silence—for a moment. Then my curiosity got the better of me.

“But what has that got to do with my *VOLTA REVIEW* articles?” I asked.

“Well, it’s just this,” explained my friend. “Whenever I read one of your pseudo-optimistic articles, I always feel that Eli Perkins’ reputation is in danger.”

You see, he not only refuses to see any bright side to deafness himself, but intimates that I do not either. In his opinion, I am “merely whistling past the graveyard,” as the saying is.

Suppose we take it this way: I say that deafness does not interfere seriously with my enjoyment of life. Well, approximately one-third of my life is spent in sleep. Surely you will grant that deaf-

ness is no particular bar to this particular form of enjoyment. Rather, it must be considered as a help, since I can sleep peacefully under conditions that would render slumber impossible even to a person having but a remnant of hearing. And that one-third accounts for eight out of every twenty-four hours. Score one point for deafness!

Next, I have an excellent and continuous appetite. So I devote, perhaps, as much as two hours a day to meals, not counting *matinée* performances, where opportunity offers. I enjoy my meals—I like to taste things—in short, I want to know that I am eating and what I am eating. So I am mighty glad that I do not have to eat, even occasionally, to the accompaniment of “jazz” and similar tortures.

Perhaps I am alone in this desire, but I noted recently that a well-known editor, in commenting on the possible advent of “talking” movies, remarked: “Isn’t there something peaceful about the ‘silent drama,’ with no noise, just as there is something peaceful about a dinner with no music?”

Nor do I miss overmuch the merry conversation of the dining-room table. Not that the dining-room table itself talks, you understand, or even raps. No, I do not mean that. I mean that I manage to get along pretty well without much of the general conversation that falls to the share of hearing folks at meal times. I wonder sometimes how many occasions there are during a year when a hearing person will sit down to a perfectly good meal, be swept into a whirlwind of conversation and get up and go away later without any idea of what he has eaten, or whether it was good or bad. It’s an insult to the millions of excellent cooks in the world. No wonder so many of them quit their jobs. And think how much more humiliating it must be for those cooks who are married or otherwise rather prevented from quitting their jobs.

Of course, I am willing to concede that there are folks who like music (or is “jazz” music?) with their meals. Others may crave the brilliant repartee of the breakfast table. Once again, then, I am placed in a position where I must speak

for myself, and I say better a dinner of herbs where *silence* is than a stalled ox and "jazz"!

And all that accounts for two more hours of the twenty-four, with deafness still in the lead!

Suppose, now, we set aside approximately an hour each day for educational reading of the type most of us choose—newspapers, street-car cards and the like, not omitting, of course, the pictorial adventures of our old friends Mutt and Jeff, Jiggs and Maggie, and the rest of the family.

And it would be fairly safe to assume that at least two hours during the day we are so situated that there is nothing of interest to listen to, even if we had the necessary equipment in good working order.

Don't you see, here is one-half of the day gone already, with no reason at all for the use of a hearing organ—with hearing actually undesirable, in fact. How easy it would be, if this magazine were the size of the *Saturday Evening Post*, to go on and demonstrate that there are at least *forty* hours in each day where deafness is no disadvantage! I say *forty* hours, in order to meet the argument of those of my deaf friends who seem to find their days at least that long!

So, in order to be optimistic concerning deafness, it is really not necessary to seek to equal the reputation ascribed to Eli Perkins by General Butler, but merely essential that we approach the subject in a calm and efficient manner, viewing it from a purely scientific standpoint.

Why, for example, spend time worrying over what may or may not happen or be lost or gained during such an infinitesimal portion of our existence? Besides, nothing really matters. Nothing is actually nearly so important as we sometimes appear to think, not even ourselves! The newspapers told recently of a man who returned to his home town after an absence of four years. The first three people he met did not remember him, and the next four did not know he had been away!

Isn't it perfectly astonishing what the human mind can do when given even the slightest encouragement, or even without any encouragement at all. How many

deaf folks are there, do you suppose, who firmly believe that if they could hear, life would be one long sweet song, so to speak? Oh, let us be conservative and place the number at 97 per cent!

To listen to these folks you would be led to believe that they never had a worry in their lives, never a "blue" spell, never a touch of unhappiness, until the blight of deafness came upon them. Ah, how very, very happy they were in the good old hearing days, skipping gay and care-free among the flowers or plucking primroses by the river's brim!

It's a sad world, no doubt, but it is well to remember that but for our deafness it might be worse—we might be compelled to listen to the troubles of other folks, in addition to having to care for our own. And that's something! For, astonishing as it may appear, the hearing have their worries, too, and their periods of depression—attacks of the "blues." Sometimes, even from the little I "get," I am led to think that their "worries" are even more efficient than ours. But, then, they have to carry the additional burden of listening to the continuous tales of woe poured into their unwilling but efficient ears.

In her helpful little poem, "My Prison Walls," in the April *VOLTA REVIEW*, Miss Laura A. Davies tells us:

"I shall not shed rebellious tears,  
If I but pause to see  
That Life a tiny fragment is  
Of all Eternity!"

And hearing—what a tiny fragment of Life itself hearing is! It does appear rather absurd, doesn't it, to make so much of a fuss over its presence or absence. There is so much of life still left to us—of pleasure, of enjoyment, and, best of all, of work. Yes, it is a pretty good old world, after all—and, besides, it happens to be the best one we have just now. It is always well to remember that.

"A pretty good old world!" echoes the pessimist. "Why, I could make a better one myself!"

"Sure you could," agrees the optimist. "And that is our job. Let's get busy and start making a better one right now."

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Renew your subscription now for several years. It will pay.

## THE VACTUPHONE

### An Electric Hearing Aid Employing the Vacuum-Tube Amplifier

By EARL C. HANSON

**T**HE problem of developing an electrical instrument that will be an aid to the partially deaf, as glasses aid those whose vision is defective, has engaged the attention of some of the world's greatest scientists and physicians.

Considerable progress has been made in the development of telephonic hearing aids for the deaf, but, due to the inherent limitations of the telephone transmitter and receiver, development along this line had apparently reached its limit when what is nowadays known as the "vacuum-tube amplifier" opened a new field for research and development. Due to the fact that it is a distortionless amplifier of minute electrical impulses, it is adaptable for use in an electric circuit between the telephone transmitter and receiver, and when so used it conveys and reproduces human speech more clearly and loudly than any electrical hearing aid so far produced.

Too much credit cannot be given to the scientists and engineers who by their untiring efforts have developed the vacuum tube to its present perfection. This device has been one of the greatest factors in making transoceanic wireless signaling possible and in solving the problem of long-distance line-wire telephony and of wireless telephony.

The research engineers of the Western Electric Company and the Government laboratories have brought the amplifier to its present state of perfection through extremely costly experiments extending over a period of years.

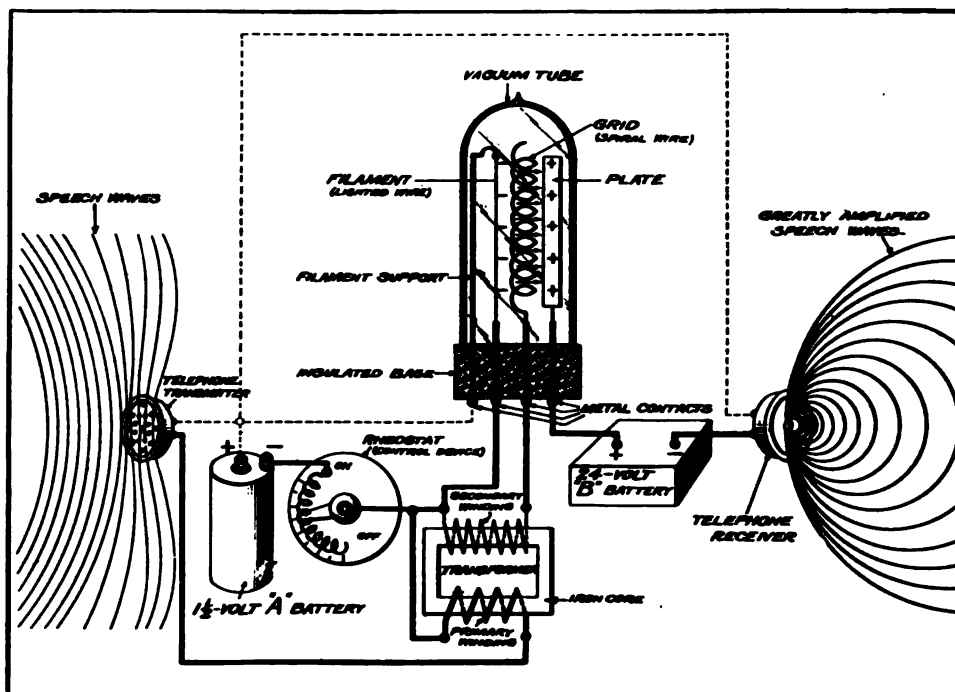
The vacuum-tube hearing aid, like many other inventions, is the result of the work of many inventors. Bell invented the telephone; Blake, Edison, and Berliner improved the telephone transmitter; Fleming improved Edison's early discovery of the two-electrode vacuum tube which grew out of the incandescent lamp, and De Forest inserted the third electrode in the Edison-Fleming tube and thereby gave to the world its most sensitive electrical device.

When a person speaks, sound-waves

are sent through the air and decrease in strength as they travel away from the speaker. These waves can be likened to the ripples caused by the dropping of a stone in a pool of water.

The commercial telephone is operated by sound-waves vibrating the telephone transmitter diaphragm, just as they vibrate the drum of the ear. The vibrating diaphragm of the telephone transmitter controls the electric current flowing through the telephone receiver and in this way reproduces sound waves. When a speaker is at a distance from a telephone transmitter, the feeble sound-waves are not sufficiently strong to cause the transmitter-diaphragm to vibrate a degree where the electric current passing from the transmitter into the receiver will reproduce speech. Referring to the diagram illustrating the operation of the principle used in the vactuphone, it will be seen how this difficulty is overcome. The vibration of the telephone transmitter diaphragm by the speech-waves controls the electric current in the circuit. This energy is supplied by the "A" battery. In order to govern the amount of electric energy supplied to the telephone transmitter from the "A" battery, the control device, called a rheostat, is placed between the source of electric current and the telephone transmitter. The "A" battery also supplies energy to heat the filament or lighted wire in the vacuum tube.

The vacuum tube consists of an electric-light bulb, which has placed within it a filament, or lighted wire, a metallic plate, and a spiral wire (called a grid). Wires connect the filament, the spiral wire and the plate to metal contact-points on the insulated base of the vacuum tube. This device is called a vacuum tube because the air is exhausted or pumped out of it. When the filament is heated, electric charges radiate from it. These are *negatively* charged particles called electrons. The temperature of the filament is controlled by the rheostat. If the rheostat is turned on a little way, the



This diagram is made to illustrate to the layman the operation of the vacuum-tube amplifier in the Vactuphone. A general explanation of the operation of the various elements of the Vactuphone will be found in Mr. Hanson's article. In reading the explanation, follow only the heavy lines of the diagram. The dotted lines make up the complete electric circuit. It is believed that an attempt to make a complete technical explanation would only confuse the reader. The symbol + designates positive electricity. The symbol — designates negative electricity.

filament will be slightly heated and only a relatively few electrons will be radiated. If the rheostat is turned on more, more electrons will be radiated from the filament, because it is heated to a higher temperature.

The "B" battery supplies a *positive* charge to the plate in the vacuum tube. The *positive* charges on the plate attract the *negative*-charged particles, or electrons, from the heated filament. The telephone receiver is connected to the plate through the "B" battery. The electric energy from the telephone transmitter is raised in voltage, or electric pressure, after passing through the transformer, and charges the grid. If no speech-waves vibrate the diaphragm of the telephone transmitter, there will be no electric charges on the grid. The speech-waves are introduced on the grid in the vacuum tube in the form of *positive* and *negative* electric charges. If no sound-waves strike the telephone trans-

mitter, the flow of electric current within the vacuum tube from the filament to the plate will pass steadily through the electromagnets in the telephone receiver, and the diaphragm in the telephone receiver will not vibrate. If the telephone receiver-diaphragm does not vibrate, no sound-waves will be thrown out from the telephone receiver. If the flow of electrons from the filament to the plate are interfered with by the electric charges on the grid, the amount of electric current flowing from the filament to the plate and through the telephone receiver will vary, and sound-waves will be given out from the vibrating diaphragm in the telephone receiver. The electric charges on the grid in the vacuum tube, caused by the speech-waves when converted into electric energy in the transmitter, will cause the grid to become positively and negatively charged, alternately. Two negative charges of electricity will repel each other, and two positive charges will



MR. HANSON EXPLAINING THE VACTUPHONE AT THE VOLTA BUREAU. THIS ILLUSTRATION SHOWS THE SIZE OF THE INSTRUMENT

repel each other. A positive and a negative charge, however, will attract each other.

Now, let us consider the electric action within the vacuum tube. When the grid is negatively charged, the negative particles or electrons from the heated filament will be repelled or pushed away and, therefore, less electric current will flow from the filament to the plate (which is always positively charged) to operate the telephone receiver. On the other hand, if the grid becomes positively charged, more electrons are attracted from the filament and more electric energy will flow through the vacuum tube and hence through the telephone receiver. The volume of the speech-waves controls the amount of electric energy on the grid. The grid is the control-member, or valve, between the telephone transmitter and telephone receiver circuits. It will, therefore, be seen that the small amount of energy in the telephone transmitter supplied by the "A" battery controls the grid in the vacuum tube, which in turn controls the greater power in the telephone receiver from the 24-volt "B" battery and thereby amplifies the speech energy picked up by the telephone transmitter.

The word "Vactuphone" is coined from the words vacuum-tube telephone.

I wish to express my deep gratitude to the Volta Bureau of Washington, D. C.,

endowed by Dr. Alexander Graham Bell, for the use of the Bureau's reference library and Dr. Bell's laboratory in making many of my tests. This splendid institution is engaged in research work to prevent deafness and to aid those who are hard of hearing, purely as a philanthropic work, and it cannot be too highly praised for the encouragement and assistance it renders to persons interested along these lines.

I feel that all persons afflicted with subnormal hearing and those interested in the subject generally should, in their own interest, be subscribers to THE VOLTA REVIEW.

#### THE UNFAILING FRIEND

BY LAURA A. DAVIES

Last night I was blue, discouraged, unfit,  
I was down in the dumps and ready to quit.  
The world was awry and I most of all,  
For some friends had been in for a neighborly  
call,  
And I'd made such a failure at reading their  
lips,  
With all sorts of blunders and guesses and  
slips.  
I felt such a dunce, I thought I'd refuse  
All callers in future and be a recluse.  
But now I feel different; my courage is new,  
I've read the last number of VOLTA REVIEW.

"Blindness has no limiting effect upon mental vision. . . . A person deprived of one or more senses is not, as many seem to think, turned out into a trackless wilderness without landmark or guide."—*Helen Keller*.

## A MID-NITCHIE NIGHT'S DREAM

OR

### WHAT HAPPENED TO A PROCRASTINATOR

A SLEEPY-EYED young woman with a magazine in her hand was propped up in a winged chair beside a reading table. The clock on the mantelpiece pointed to half after nine. Suddenly a startled expression came over her face. She dropped the magazine and seized a dog-eared text book lying on the table.

"Heavens!" she exclaimed. "My appointment is for nine thirty in the morning! I haven't practised a moment since my last lesson. The unkind fates will be sure to appoint Mrs. Nitchie my teacher—Mrs. Nitchie of whom I continue to stand in awe in spite of all her kindnesses and sympathetic understanding of a dull ear. What an idiot I have been not to practise. Well, better late than never. I'll sit up till midnight, if necessary.

"Let's see. Oh, yes. That story about the stupid professors arguing over the elevation of the stove. There were some hard passages in that. Where's the mirror? 'Guests of a college chum'—guests—college chum—college—college—college chum—guests of a college chum. 'Hunting camp in the woods'—hunting camp—hunting—hunting camp—in the woods—hunting camp in the woods. 'The circulation is so quickened'—circulation—circulation—quickened—circulation is so quickened—

"Whew! Guess I'll try the 'boot, bit, beet' business. Rue, rid, reed. Reed, rid, rue. Rid, reed, rue. Rook, run, red. Red, run, rook. Raw, rah, rat. Rat, rah, raw. Rah, rat, raw. Rah, rah"—

"Fine soporific!! Let's have a try at the proverbs."

"All's well that ends well."

"All is not gold that glitters."

"Fine feathers make fine birds."

"Birds of a feather flock together."

"Hunting camp in the"—

"The college chum is so quickened—that sounds queer. The circulation is so quicken—

"Who's talking about circulation? The woodman's voice was perfectly clear. I thought that was all settled. See here." And he displayed the battered end of a

stovepipe. "Just found it this morning," he said. "Washed up in the recent rains, I suppose. Lucky I got that money when I did!" He pulled out a pipe and began to fill it from a large, new package of tobacco.

"Say," he said, "what's your honest opinion of college profs? Did you hear that argument about circulation and air and what not?"

"I certainly did," replied the young woman, "and, to tell you the truth, I thought it was pretty foolish. Sit down here on this log beside me and I'll tell you something that happened to me when I was in college. It was in the chemistry lab"—

But here she was interrupted by a loud voice, and turning she saw a very fat woman vigorously fanning herself with a huge straw hat.

"Conductor," she was saying, "if you shut that window I shall suffocate!"

"Where do you think you are, madam?" inquired the guide. "There aren't any windows out in the woods."

"I shall suffocate!" reiterated the fat woman, paying no attention whatever to the guide's interruption.

"Well, go ahead and suffocate," said he. "Nobody objects. I'm sure I don't. Do you?" He appealed to an old French soldier without any arms, who came strolling through the woods.

"Ca ne me fait rien," he replied. Then he drew himself up very proudly and glancing down at the shining gold medal on his breast, "Croix de guerre," he explained. "Napoleon! Rah, raw, rat! Vive L'Empereur! Vive La France! Rat, raw, rah!!!"

The young woman's sleeve was being pulled. It was a gentleman with a very bald head and an aristocratic air.

"Can't you stop this din?" he was saying. "I can't read my paper in such a noise."

Whereupon the old Irish woman, who was sitting beside him, spoke up:

"I'm asking ye," she said, "do ye think it's fair? Ye a rich man and I a poor

widow woman with siven children and havin' to take in washin' fer me livin'. Ye pay no fare an I pay sivinty-five cents. Do ye think it's fair?"

She turned to the young woman for answer.

"To tell you the truth," she replied, "I am terribly confused. You people talk as if this were a train or something of the sort. Did you come out here on a train? Is that the point? What do you propose to do about the fare?" she questioned the bald-headed gentleman.

"What do I propose?" he answered. And thereupon he underwent a strange transformation. The big soft hat, the long brown hair, the twinkling eyes. It was in fact Benjamin Franklin! "I propose a toast to George Washington, the father of his country, who commanded the sun and the moon to stand still. And they stood still."

The French soldier immediately stepped forward and pompously remarked, "I see with my eye organ, I hear with my ear organ, I smell with my nose organ, I eat with my mouth organ, and I feel with my hand organ."

"That's queer," said the young woman. "He hasn't any hands to feel with! Does he think he is responding to your toast?"

"Honesty is the best policy," answered Franklin, with an air of authority. "Let's refer the whole matter to Mr. Darwin. He knows all about insects."

"But this hasn't anything to do with insects," objected the young woman.

Franklin had already joined Mr. Darwin, who was looking at something that two small boys had brought in a large box.

"You want to know what it is," he was saying, as he gingerly picked up a bug from the white cotton. It was a strange-looking creature, with a centipede's body, a butterfly's wings, a grasshopper's legs, and a beetle's head. "Where did you find it?"

"Up in a tree," said the boys.

"What kind of a tree?"

"A-a-a maple tree!"

"Probably looking for maple sugar," said Darwin, in all seriousness. "You have undoubtedly found a rare specimen this time, boys. I'd like to have it for my collection. Will you sell it to me?"

"Sure! How much will you give us?"

"Oh, about twopence."

"Is that all?"

"Isn't that enough for a humbug?"

Darwin immediately stepped into a shining new Ford that was standing under a tree.

"Come along," he said. "We're all going over to Chatsworth. The Duke is away and we have a good chance to see the pictures."

The young woman jumped in, followed by the Irishwoman, who took up a tremendous amount of room, and the guide, who insisted upon bringing the stovepipe, and Benjamin Franklin and the two boys.

"Money makes the mare go!" exclaimed Franklin, as they went flying along the road.

"Gasoline makes the Lizzie go!" chimed in the guide.

Arriving at Chatsworth, Benjamin Franklin offered his arm to the young woman, and they all proceeded into the house. The guide at once took charge of the party, gesticulating with his stovepipe until he succeeded in knocking the young woman's hat off.

When they reached the library, they found a low fire burning on the hearth, and no less a person than Sir Isaac Newton sitting in a chair before it. As soon as the guide appeared at the door, he turned upon him in a perfect rage.

"Lazy rascal!" he exclaimed. "Why didn't you answer the bell when I rang? Can't you see I'm almost burned to death? Remove the grate at once."

"Strikes me," interrupted Benjamin Franklin, "that you might be more comfortable if you moved your chair back from the fire."

"Upon my word, Mr. Franklin," he said. "I have always understood that you were a clever man! I would never have thought of it if you hadn't suggested it. Thanks awfully!!"

Franklin turned with an amused smile and followed the guide into the picture gallery.

The Irishwoman was wandering from picture to picture, examining everything with rigid scrutiny. Finally Darwin stepped up to her and said, "Well, madam, you seem to be deeply interested



in the Duke's collection. What do you think of it all?"

"He's sure got a foin housekeeper! I've been trying to find some dust and I can't find a speck anywhere."

Whereupon the two boys began to snicker and the guide burst into a roar of laughter.

Suddenly the young woman bumped right into a gentleman standing before an unfinished canvas of Whistler's. She knew at once that it was Mark Twain.

"That's a pretty good picture," he remarked, not waiting for an introduction. "Really. I had no idea that Whistler could paint so well. But that cloud effect ought to be eliminated. It's bad," and he made a motion to rub it out.

"Oh, please, Mr. Clemens," remonstrated the young woman, "don't put your hands on that picture. Can't you see the paint isn't dry?"

"That's all right," said Twain. "You see I'm wearing gloves."

The Irishwoman was vigorously nudging the young woman.

"Who's the gintleman?" she asked in an audible whisper.

"Mark Twain," answered the young woman in a low tone.

"Who's he with his grand airs?"

"Haven't you ever heard of Mark Twain?"

"Niver a word."

"Have you ever heard of Tom Sawyer?"

"I know Jim Sawyer, but not Tom."

"Well, you must have heard of Huckleberry Finn?"

"Niver heard even the name before."

"How about Puddin' Head Wilson?"

"Lord, yis," she ejaculated. "Me brother knows him well. He voted for him, and niver a bit o'good it done him!"

"How touching," somebody was shouting at the young woman. "Bit, bet, boot. Pleasant dreams! Half past twelve."

And she realized that it was her dad pulling her ear and bidding her go to bed.

## SCHOOLS FOR THE DEAF IN ARGENTINA

BUENOS AIRES, ARGENTINA,

April 4, 1921.

MY DEAR MR. DE LAND:

I have made two visits to the Instituto Nacional de Sordos-Mudos of Argentina (National Institution for Deaf-Mutes), which is located at 1825 Avellaneda, Buenos Aires. A visit in the morning to see the younger classes and another in the afternoon when the more advanced classes are in session. During the morning the older boys are in the shops.

This school was originally for both sexes, but some years ago a separate school was established for girls, which I hope to visit later.

The National Institution was originally established through the insistent efforts of a member of the government who married his niece and had three deaf children. The school is housed in rented quarters. Last year the owner sold one-half the property, including the principal building, and the school was closed the entire year except for two months, for

the purpose of altering and adding to what had previously been a subordinate building for service and other purposes, and thus providing a place for a much reduced attendance.

The grounds, although much less extensive than before, are still pleasant and well stocked with flowers and shrubs.

At present there are 140 pupils, but the Director, Sr. Bartolome Ayrolo, hopes for an appropriation that will enable him to so increase the capacity that he can receive all that apply. He greatly desires to organize the institution on the cottage plan, grouping the pupils according to age and advancement.

Pupils are received from eight years of age upward and can remain eight years.

There are both men and women instructors. All are trained and experienced. Each instructor has two classes, one in the forenoon and another in the afternoon. They retain these classes throughout the year. There is no rotation of classes.

All instruction is oral and great stress



ENTRANCE TO SCHOOL FOR DEAF BOYS, BUENOS AIRES, ARGENTINA



TEACHER AND HIS CLASS. SCHOOL FOR DEAF BOYS, BUENOS AIRES, 1921

is laid upon the teaching of speech from the very beginning. The school-rooms are light and airy, the conditions of life are excellent and the attitude of the boys toward the director and the teachers is happy and natural.

The classes are mostly small, seldom exceeding eight and often numbering only five or six. There is a morning session from 8 to 11, and an afternoon

session from 1 to 4:30. At 11:15 the pupils have their principal meal and at 3:30 have bread and butter and tea. Supper is at 6:30.

When I have had an opportunity to visit the school for girls and the institution in Montevideo, Uruguay, I will write you again.

Cordially yours,

JOHN D. WRIGHT.



SENOR BARTOLOME AYROLO

Director of the National Institution for Deaf  
Boys, Buenos Aires, Argentina.



SENORA MARIA ANA MCCOTTER MADRAZO

Directress of the National Institution for Deaf  
Girls, Buenos Aires, Argentina.



NATIONAL INSTITUTION FOR DEAF GIRLS, BUENOS AIRES, ARGENTINA



THREE DEAF SISTERS. PARENTS WERE UNCLE  
AND NIECE

School for Deaf Girls, Buenos Aires, 1921.

BUENOS AIRES, ARGENTINA,  
*April 9, 1921.*

MY DEAR MR. DE LAND:

I spent yesterday and today, both morning and afternoon, at the school for deaf girls, Instituto Nacional de Sordo-Mudas. You will notice that there is a difference of only one letter between the names of the two schools for the deaf in Buenos Aires. The school for boys is the Instituto Nacional de Sordo-Mudos. The post-office authorities have to be very careful not to deliver mail to the wrong school. The school for girls is now located at Cordoba 3120, having been removed from the Calle Santa Fe to larger and much better quarters.

The first institution for the deaf was opened in Buenos Aires in 1886, with an Italian, Sr. Balestra, as director. This institution was for boys only till, in 1898,

a section for girls was established in connection with it, with Srta. Ana McCotter, a normal graduate of the training class of the institution, as directress. In 1900 this department for girls was made into a separate school and established in an independent location, with Srta. Maria Ana McCotter as directress. Later she married Sr. Juan Madrazo, head of the Bureau of Public Instruction, and is still the efficient head of the school.

The school is now located in a really palatial establishment which was originally a private sanitarium. Its equipment is very complete and modern and I was delighted to find an abundance of all teaching material in every class-room.

A normal training class is maintained, and there are classes for stammerers, stutterers, and other speech defects, as well as for a few backward children. These latter classes are held in the afternoon and are not included with the deaf. All these pupils, 25 in number, are "externas," that is, they live at home.

At present there are 170 deaf girls in the school, most of whom board in the institution.

The faculty consists of the directress, the vice-directress, fourteen teachers, six teachers of industries, a drawing teacher, and a physical instructor.

The pupils are admitted at six years of age, but most of the entering children that I saw were seven or more. There is an "introductory" year and eight years of grade work, so a pupil can remain in the school for nine years.

There were but five pupils each in the last four grades, so the fifth and sixth grades were combined in one class under one teacher and the same was done with the seventh and eighth grades, making two classes of ten pupils each. Each teacher keeps the same class during an entire school year.

The school is purely oral. Not only is all the instruction in the class-rooms oral, but in the shops, dining-room, dormitory, and playground those in charge always speak to the pupils and are answered in speech.

I saw much more systematic instruction given in this school in teaching the pupils who have some hearing to understand spoken language by ear than I have ever seen in any school in the world except my



"FAREWELL, YSABEL AND JOHN DUTTON WRIGHT." SCHOOL FOR DEAF GIRLS, BUENOS AIRES, ARGENTINA

own. Considerable attention is given to this by the teachers in the regular hours of grade work, but in addition to this about 20 per cent of the pupils receive special instruction (individually) during an afternoon period of two hours by a very energetic and efficient teacher who specializes in this. It would be better if this instruction was begun with the very youngest as soon as they enter school, and it could usefully be extended to even more of the pupils than now receive it, but you can easily imagine how pleased I was to find here in Buenos Aires this work being done which I am so anxious to see done in our own schools in the United States.

It was a delight to me to see the progressive and enthusiastic spirit that pervades the entire school. Directress, teachers, all employees, and the pupils seem imbued with the desire to do all that is possible. There is a friendly, co-operative attitude and everything proceeds with order and precision.

The girls receive excellent and diversified instruction in various things that will be of use to them in after-life. The industrial activities taught are as follows: Shoe-upper finishing (the shapes are sent to them by the shoe manufacturer and sewed together by the girls under a trained expert), glove-finishing (the

parts are supplied by the manufacturers), shirtmaking (the manufacturer supplies the parts), dressmaking (the girls make all the uniforms worn in the school, as well as home dresses for themselves), artificial flower-making (I saw the girls doing really professional work), ironing (all the ironing of the institution is done by the girls), sewing, plain and fancy, embroidery and drawn work, lace-making, macramé, hemstitching, crocheting and knitting, raffia. In all these things the girls are allowed to do work for themselves.

The school year is from March 1st to November 20th. The pupils rise at 6, breakfast at 7:30, school from 8 to 12 and 2 to 6, dinner at 12, rolls and milk at 3:30, and supper at 6.

The school is free, but when parents are able to pay a little they are asked to do so. The most that any one pays, I was told, is 40 pesos a year (at present rates of exchange about \$14 in our money).

At frequent intervals about the walls of the halls are hung large mottoes, two samples of which I will quote: "Oral instruction is the only means of restoring the deaf-mute to his family and to society"; "The redemption of the deaf-mute predicted by the gospel has taken place; the deaf hear and the dumb speak."

The use of the term "deaf-mute" is

universal down here. I enter a friendly protest in the case of these oral schools as I do at home.

The girls in the older classes were full of questions about the deaf children of "Norte America," as the United States is called down here. They sent many friendly greetings and looked with great interest at the pictures and letters I showed them. Two of the girls wished to correspond with two of the girls in my school and I gave them two names.

When it came time for me to go this afternoon and I went out into the hall from the directress' office I was overwhelmed to find sixteen little girls gaily dressed in pink and blue tulle arranged in the form of a horseshoe and holding wreaths in which were inscribed in large gold letters the words "Farewell Ysabel and John Dutton Wright." Behind them was a beautiful blue and white silk Argentina flag, and in the center of the group was a little girl holding a paper flag of the United States that they had made. It was a very pretty and delicate token of friendship and you may be sure pleased

me as well as surprised me. I asked them all to come out into the garden and tried to take a picture with my kodak. I am sorry it is not better. It was late and a few drops of rain were already falling.

Sra. Madrazo presented me with some interesting books and pictures, which I shall take pleasure in depositing in the library of the Volta Bureau for preservation when I get back to New York.

Next Monday we go over to Montevideo, in Uruguay, and I have a cordial invitation to visit the two schools there, one for boys and the other for girls. After I have had that pleasure I will write you again.

We expect to leave Montevideo on the 15th by the big *Brabantia* for Santos, then go by rail to Sao Paulo and Rio de Janeiro, and sail from Rio by the *Ves-trison* the 25th, for New York, via Barbados. Our trip has been a most delightful and interesting one.

With best wishes, I am,

Very cordially yours,

JOHN D. WRIGHT.

## ANENT CHURCH SERVICE

Con

By B. M. R.

MARIAN J. ANDERSON's article in the May VOLTA REVIEW has presented a subject to which I have given much thought, and have arrived at a decision, in so far as it touches my own case. But I have often wished to know if other deafened persons besides myself question the advisability of church attendance for those who, at best, can get only a part of the service and, in most cases, a very small part.

Now, I am not insensible to the value of church worship, and I agree with Miss Anderson in believing that "most deaf people are religious." It is a fundamental instinct to seek spiritual consolation when disaster of whatever nature assails mortal being. For, when human aid fails, the soul turns to God. But the hungry soul, who has deafened ears, may experience—perhaps to a greater degree

than the hearing—the truth of Tennyson's beautiful lines:

"Speak to Him, thou, for He hears, and spirit  
with spirit can meet;  
Closer is He than breathing, nearer than  
hands or feet."

By contrast, the church service that is so sketchily heard by dull ears may—indeed, often does—induce a feeling of irritation and disappointment instead of satisfying worship.

There are few modern churches—none in our cities—that do not have stained-glass windows. Many interiors are so dimly lighted that during a daytime service artificial lights have to be used. I have found it practically impossible to choose a seat where the speaker's face was not more or less shadowed. Only recently I went to hear (?) a noted evangelist in a large church that was well

lighted for ordinary use, but badly for a lip-reader. I wanted to try, however, and seated myself in the best possible location. The minister spoke quietly and deliberately and had an easy mouth to read. I am considered a good lip-reader, but the light from the high electroliers cast a shadow on his face and I didn't get a dozen words. The speaker could have done nothing to help my understanding. As I could not hear the music nor read the hymns—I was alone, and, of course, couldn't hear the numbers announced—the service was utterly meaningless to me.

I find, too, that the unwavering gaze and close attention necessary that the sermon may be followed is no light strain on one's nerves. That, coupled with the incessant head noises, which always increase when I fail to understand, invariably results in a nervous headache. I leave the church tired, discouraged, and with the conviction that my effort to gain spiritual food was unavailing. Therefore, for me, there is more satisfaction in worshiping God through Nature and the inspired word of great thinkers.

But, for the deafened who attend a church that uses a ritualistic service, I think there should be a degree of satisfaction in participating.

Pro

By E. C. W.

DEAR MOTHER:

I know you will be happy when I tell you that I went to church yesterday and *enjoyed* the service!

This may seem incredible to you after my resentful letter of a few months ago, that caused you so much pain, but it really is true.

Your sweet letter last week, pleading with me not to let my growing deafness deprive me of the joy of church worship, gave me the courage to attempt again the ordeal of going to church.

I had argued with myself that I could read my Bible at home and worship there, or take a walk through the woods and commune with Nature. Then, too, I knew of the discouraging experience of attempting, without success, to gain anything helpful from the church service.

Invariably, whenever I have tried to attend church in the last few months, I have left depressed and bitter because of the difficulties I encountered. I had found it almost impossible to read the preacher's lips because the light was poor; I couldn't hear the prayers or the beautiful low notes of music.

Knowing all this, I wasn't very happy when I started out yesterday morning, but I wanted to try again for your sake.

When I entered the church, I asked the usher to give me a seat near the front, and he did. He handed me a church leaflet, and I had time before the service began to read the text (it is *such* a help to know what the text will be), hymns, psalm, etc. Even then, mother, I felt a great peace stealing over me. Just the sight of all of those heads bowed together in worship made me feel reverent. I wanted to hear the prayer, but I couldn't, so I did what you used to tell me *not* to do when I was a little girl—I looked at the preacher, not through my fingers, but straight at him, with my head up, and I understood enough of the beautiful, earnest prayer to *feel* it. When I saw the minister say, "Where two or three are gathered together in my name, there am I in the midst of them," it was comforting to be sure that that promise is true. I realized that though we can worship God *anywhere*, yet we should also go where his people are gathered together and praise Him there.

I haven't time to tell you about the sermon. Of course, I didn't understand all of it, but I did understand enough to give me renewed courage for my fight. In some indescribable way, I forgot all about reading lips, and relaxed happily in the spiritual communion. I came away uplifted and blessed.

Thank you, mother, for your letter. I wish you were here to go to church with me next Sunday.

Your loving daughter.

ELIZABETH.

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"Many persons, having perfect eyes, are blind in their perceptions. Many persons, having perfect ears, are emotionally deaf. Yet these are the very ones who dare to set limits to the vision of those who, lacking a sense or two, have will, soul, passion, imagination."—*Helen Keller.*

## IDEAS FOR THE PRACTISE CLASS

By EMMA M. BOLLING

### FACTS ABOUT RATION AND NATION

**H**AVE items written on separate slips of paper. Distribute slips to players—one to each (numbered). Holders of slips may be called in regular order *to the front*, or picked out here and there. Holder of slip reads question only, with some voice, speaking distinctly, but without exaggeration. If answers drag, let holder place answer on board, where all may read it.

1. What ration do housekeepers hope for on Monday?

Ans. Evapo-ration.

2. What nation helps us to pick and choose?

Ans. Discrimi-nation.

3. What ration always gives us a set-back?

Ans. Resto-ration.

4. What nation believes in a thorough search?

Ans. Exami-nation.

5. What ration do labor unions demand?

Ans. Remune-ration.

6. What nation is always on the defensive?

Ans. Indig-nation.

7. What ration never gets together?

Ans. Sepa-ration.

8. What nation is calm in defeat?

Ans. Resig-nation.

9. What ration takes life easy?

Ans. Mode-ration.

10. What nation leads to power?

Ans. Nomi-nation.

11. What ration is apt to make one blush?

Ans. Admi-ration.

12. What nation is doomed to destruction?

Ans. Rui-nation.

13. What ration makes one hurry up?

Ans. Accele-ration.

14. What nation acts on the dead quiet?

Ans. Stag-nation.

15. What ration is forever on the mend?

Ans. Repa-ration.

16. What nation will surely "Turn on the Light?"

Ans. Illumi-nation.

17. What ration sets forth the facts?

Ans. Decla-ration.

18. What nation is always in a tie-up?

Ans. Combi-nation.

19. What ration would be suitable for public officials?

Ans. Administ-ration.

20. What ration is on the downward road?

Ans. Regist-ration.

21. What ration gives us a breathing spell?

Ans. Respi-ration.

22. What nation is always charming?

Ans. Fasci-nation.

23. What ration makes us supremely happy?

Ans. Exhila-ration.

24. What nation never says die?

Ans. Determi-nation.

25. What ration is sure to get through?

Ans. Penet-ration.

26. What nation should forever be avoided?

Ans. Contami-nation.

27. What ration feeds ambition?

Ans. Aspi-ration.

28. What ration is a bluffer?

Ans. Exagge-ration.

29. What ration brings the best results?

Ans. Co-o-pe-ration.

30. What nation demands satisfaction?

Ans. Expla-nation.

31. What ration plans ahead?

Ans. Prepa-ration.

32. What nation stands against us?

Ans. Condem-nation.

33. What ration gives strength to our cause?

Ans. Corrobo-ration.

34. What nation is never in our way?

Ans. Elimi-nation.

### SOME MENTAL ARITHMETIC

1. Show that  $\frac{1}{2}$  of 9 is 4.

Write on the blackboard IX. Erase the lower half, and the result will be IV.



2. Write 25, using six figures.

$$24 \frac{24}{24}$$

3. If from 6 we take 9, from 9 we take 10, and from 40 we take 50, the result is half a dozen. Prove it.

Write on the blackboard SIX. From this take IX and the result will be S. From IX (9) take X (10). The result will be I. From XL (40) take L (50). We have X left. Thus the net result is SIX, or half a dozen.

## PITTSBURGH HAS A CIRCUS

By ELIZABETH BRAND

IT WAS a circus! From the moment the Hawker appeared in all the glory of his Tiffany diamonds to the time the Clown disappeared to wipe off the paint, so he could really enjoy his pop-corn ball; from the first view of the fat lady to the last drop of red lemonade!

The Pittsburgh League did not attempt anything elaborate, no! We just announced a Circus and Side Show that would eclipse anything that Flotam ever did—"Colossal in Conception, Marvelous in Merit, Stupendous in Scope, with Freaks from the Torrid Tropics and the Frozen Fastness of the Poles." We rather promised that it would be better than Bayrum and Baled Hay, and also eclipse Dingaling Bros. It was. It did.

We had a big crowd, and a regular circus crowd, in for fun. One of our country friends came in from Ohio, all dressed up for the show. She had on her great-grandmother's very best black silk gown and her great-great-aunt's little shoulder shawl and lovely gray spit-curls, her grandfather's cane and specs, and we didn't ask her whose bonnet she wore, but it was a peach. Her tiny black parasol was the most fetching part of her costume, and we pounced upon it at once, for our daring and intrepid Tight-Rope Walker needed it for a balancer. There were little things like that we had forgotten; for instance, the Snake-Charmer had no snake. But that was easily remedied—we borrowed a real sable boa constrict her from a guest. The Barker announced that the Snake-Charmer (who was really quite lovely in red satin garb) had been reared on the bottle and could see snakes any time, and there was no doubt but what she could charm 'em.

The Tight-Rope Walker was a picture,

she was that pretty. Her dress was honest-to-goodness tulle over orchid satin, cut properly low and high. It was with great difficulty that she did her daring feat of walking the length of a table board placed flat on the floor, but with the assistance of the showman and the aforesaid small parasol, it was accomplished very gracefully. It was a disappointment that her remarkable feature of bare-back riding had to be postponed till the next annual circus. The horse balked. However, that was not the only disappointment. We had fully expected to have Mutt and Jeff among the side-show freaks, but Bud Harris wired us that he would sue us for \$50,000 if we put on his specialty. The Siamese twins also failed us, partly (as a cablegram from the Sultan of Siam informed us) because Bolshevik uprisings made traveling dangerous, and partly because they have been dead for some time.

But we had the Fat Woman, and she was so fine and fat; and the Tall Man, who was a sky-scraper; and the Wild Man from Borneo, and it was the latter who took the prize among the freaks. Every one said he was the best of all, every one including himself, but not including the Spanish Fortune-Teller, who thought *She* was best. The Wild Man had on such quantities of war paint of such livid hue; his tusks and feathers were so fierce, and he himself so ferocious that we feared each moment he might exhibit his former cannibalistic traits. "He lives on gore," the Barker announced, and the children jumped and screamed.

Did I mention the Backward Lady? She was a former nurse in France, now Back from the Front. Never was a stranger freak exhibited, for she walked right away from her face. She proved

to be not only backward, but spineless; but withal, of strong character, for when the soldier made love to her face she turned her back.

A prize exhibit was the Headless Lady—a former wife of King Henry the Eighth. Believe it, the Highland Building is a veritable Bluebeard's den, for the Headless Lady came straight from the dressmaker's establishment on the twelfth floor. We learned that she lost her head over dress reform (which has turned the head of many a man).

Two of our freaks had fine hirsute decorations—one was a Demoiselle who charmed as Goldilocks of old, with the beauty of her hempen hair. Then there was the Bearded Lady, one of the seven famous Sutherland sisters. "The hair grew on her chin because she did not exercise it sufficiently."

There were several gipsies and a chorus girl who vamped the crowd; also, as we mentioned, a Fat Lady. She should be given more space, for she was a Mrs. Jack Sprat, and made fun for all, particularly in her endeavors to get something for nothing. The Tall Man lay down on his job very early in the evening; he just put a sign on his broomstick, "Back in fifteen minutes," wiggled his long neck, and came down from the skies.

We've neglected the babies. There were two of them—fine mechanical toys. They were all dolled up—Gretchen and Bibi—and when the Showman wound them up they walked, they talked. "They can do anything but eat," the Showman declared, and they certainly looked pretty enough to eat! As the final feature of the show, one of the dolls gave a most artistic dance, with her head on the ground and her feet in the air, and got the applause of the evening.

It wouldn't have been much fun without the eats, and the pretty girls at the pop-corn stand saw to it that every one had red lemonade and Ivory beer, 99  $\frac{44}{100}$  pure water; ice-cream, candy, pop-corn, and peanuts. They also saw that each grown-up child had a balloon.

It was fun! You had better have a show. But you will have to borrow our Showman—borrow him, checkered suit, plaid tie, tiny green stiff hat, and all. Tell

him not to forget to wear his sparklers and that snappy scarlet satin watch fob. As for the red and yellow striped shirt—oh, ye tin gods and little fishes, the shirt! It was this flashy gentleman of the three rings who put it over for us. If you want to have a circus, have a circus, but be sure you have a Barnum.

#### CAN YOU WRITE A PLAY?

To stimulate interest in the cause of lip-reading, Mrs. John E. D. Trask, of the San Francisco School of Lip-Reading, announces a prize contest.

Prizes will be awarded to contestants submitting the best, second best, and third best testimonials to the value of lip-reading in the form of story or playlet.

Much enthusiasm will undoubtedly be aroused by the offer, especially as it is stipulated that only persons who are partially or totally deaf may compete.

The rules follow:

1. The story or playlet must be a strong testimonial to the value of lip-reading.
2. Its length must be 4,000 words or less.
3. It must be typewritten on one side of the paper.
4. It must be received at the Volta Bureau on or before October 15, 1921.
5. No name must be attached, but the paper must be signed by a *nom de plume* or "key." The author's name and address must accompany the MSS. in a sealed envelope bearing the *nom de plume* or "key."
6. The hearing of all contestants must be below normal.
7. No paper will be returned.
8. THE VOLTA REVIEW may publish any or all papers submitted.

*Prizes.*—First prize, \$25.00; second prize, \$15.00; third prize, \$10.00.

*Judges.*—Mrs. Edward B. Nitchie and Miss Rose Kinzie have kindly consented to assist Mrs. Trask in judging the papers.

#### A CORRECTION

Through a mishap no acknowledgment was made to Dr. Frank Crane for permission to use an extract from his writings on the article by Miss Edith B. Kane on page 308 of THE VOLTA REVIEW.

### A TRIBUTE TO REBECCA E. SPARROW

On April 4 Miss Rebecca E. Sparrow, for twenty years a teacher of speech and lip-reading to our advanced classes, passed away at her home in Waltham, Mass.

In the fall of 1920 Miss Sparrow, because of ill health, resigned her position here and retired to her home, where she remained until the time of her death. Although she knew during all these months that her recovery was impossible, she showed the most steadfast courage and the same cheerful fortitude that it was her custom to manifest at every crisis. Her lifelong habit of subordinating self made it possible for her to endure the strain of her long illness with a spirit few could have shown.

In the passing of Miss Sparrow the teaching profession, as well as the Rochester School, has lost not alone a distinguished teacher, but a woman of rare worth, whose place among us can never be filled.

Miss Sparrow received at Clarke School, Northampton, Mass., the training for what proved to be her life work, and she early demonstrated her ability as a teacher of the deaf. After two years' connection with that school, from 1882-1884, she went to the Rhode Island Oral School, remaining there three years. From 1897 to 1900 she taught in the Colorado School for the Deaf and Blind, coming to the Rochester School in the fall of 1900.

Her work here was characterized by an enthusiasm and concentration that was an inspiration to all who were associated with her. Miss Sparrow was an indefatigable worker and absolutely unselfish of her time and energy. Her ability to persevere in spite of the greatest discouragements often accomplished results in the speech of her pupils little short of miraculous. Many a deaf child owes his ability to speak intelligibly to her unceasing effort to accomplish for him all of which she knew he was capable. *He* might wish to give up, but *she*, never. The best had to be attained before she was satisfied.

Her thorough understanding of her

work and her knowledge of and interest in the deaf made her counsel of the greatest value to her co-workers, who will constantly miss her leadership.

Miss Sparrow's work was always her first consideration, and it was because of her untiring devotion to it that she won for herself the prominent place she held in the profession.

The deaf boys and girls who came under her influence bear the impress of her remarkable character and skilled teaching, and they have lost a friend whose life was consecrated to furthering their highest interests. When Miss Sparrow left us, early in December, her parting words, as the train pulled out, were, "Give my love to my dear boys and girls."—*Rochester Advocate*.

### BEFORE AND AFTER THE STUDY OF SPEECH-READING

Ever since I have known anything about lip-reading, which is for the past five or six years, I have felt and often said that my personal knowledge of the entire change in manner of ———, principal of the school of lip-reading in a western city, "before and after" an education in lip-reading, was the strongest testimonial that one need ask as to its merits. Now she has given me permission to write my impressions for the benefit and encouragement of those readers of *THE VOLTA REVIEW* who are trying to overcome the disturbance of deafness.

I first met her in the autumn of 1914, when we happened to be living at the same pleasant family hotel. I wanted to know her, for aside from the wish on her own account, I had numbered among my friends many of her relatives in the Middle Western town which had been my home in the earlier years of my life. But although she was courteous and cordial, her manner was reserved and retiring, and owing to her deafness it was so difficult to carry on a conversation with her that little progress was made, and in a few weeks she went East to study in the lip-reading schools of Boston and New York. I left the hotel for my own home and, perhaps, almost forgot our brief acquaintance until rather more than a

year later, when I read in the morning paper that she had returned and was to establish in — a school of speech-reading. Meeting her on the street a few days later, it was a delight to find that conversation was just as easily carried on as with one with normal hearing.

It was then that I promised to attend the school, as my hearing was slightly impaired and I felt sure that I must look forward to an unpleasant and increasing deafness, but it was another year before I found time for fulfilling my promise. It had not been easy to convince the public of the merits of the new science—or art. There were many difficulties to overcome and although — — was always cheerful, courageous, and hopeful, it was evident that she took life seriously in those days. After about four months' study I found myself unable to spare enough time to continue with any satisfaction and so stopped for the time being, promising to begin again as soon as possible. But one thing and another interfered—war work, the first terrible epidemic of "flu" of that winter—and finally the "changes and chances of our mortal life" interrupted my housekeeping and sent me for a blissful year in the Southland—all roses and sunshine and mocking birds—with neither time nor inclination for study. And on returning home it was several months before I could settle down quietly, although by this time my rapidly increasing deafness warned me that no time must be wasted if I wanted to receive real benefit from the training. Finally, soon after the school had had its fifth birthday, I re-entered it, but — — was spending a happy winter far away, her first holiday in the five years.

Presently she returned. But who was this radiant woman, bubbling over with fun and happiness, with apparently not a care in the world? It was hard to realize the transformation. She herself would explain that finding that her own natural temperament—painstaking, exact, and literal—was not well-suited to lip-reading, she had quite made herself over to one better fitted for using and teaching it. To the casual observer it would seem that a closer contact with the joy of living had had its wondrous effect on her. And doubtless the fact that her school and

what it stood for was recognized and endorsed by all the authorities in medicine and teaching may have assisted in the change.

Be that as it may, it was like reincarnation, and is and has been a wonderful inspiration and encouragement to the members of the school.

### THE RE-EDUCATION OF APHASICS

MAY 26, 1921.

MR. P. N. V. RAU,

*Headmaster, Institution for the Deaf and Blind, Mysore, India.*

MY DEAR MR. RAU: A copy of your recent letter to THE VOLTA REVIEW in regard to the gentleman who is suffering from aphasia has been sent to me by the editor. I am a teacher who worked with the section of the U. S. Army Medical Department which handled cases of aphasia, casualties of the World War, and Miss Timberlake thought that I might be able to give you some practical suggestions. Your letter does not state whether or not the gentleman whom you wish to rehabilitate speaks English or some other language. I shall try to tell you in a general way how we proceeded with our cases. The first thing for you to do is to try to give your patient the sounds which the letters of the alphabet represent. The easiest sounds should be given first. You should have the gentleman imitate you, depending on his hearing, and if necessary work with a mirror. After he can give the sounds of several vowels and consonants you can combine sounds into syllables and then into easy words. When you begin to work with words take the parts of the body, the names of things to eat, the names of things about the house, etc., such words as a little child speaks first. You teach the names of these objects much as you would teach a deaf child by speech. Speak the words very slowly, having your patient repeat them afterward, being careful always to be sure that he associates the name with the object. At first your patient will imitate you imperfectly, but as he gains tongue control he will speak more clearly and distinctly. It will be very beneficial to him if you give

him tongue gymnastics, using a mirror for a short time every day, protruding the tongue, lowering it and raising it in the back and in the front, pointing it and widening it.

When you begin to work with books with him, get an easy reader such as a child uses when he first goes to school and have him read the words and sentences aloud. At first he will probably speak one word at a time, but by degrees he will gain fluency and ease, phrasing his speech as we do naturally.

You can let him copy words and sentences from this reader and also write words and sentences from dictation.

Counting and repeating letters of the alphabet are helpful exercises in the beginning. If he has a mathematical turn of mind he will enjoy taking up the higher branches of mathematics and that will be developing and helpful.

I would suggest that you work with this gentleman at least an hour each day. You should not work for a longer period than an hour at a time. You should stop often during that hour for short rest periods. The teachers in the army schools gave two or more hours a day to each case, with long rest periods between the periods of work. Some of these cases were rehabilitated entirely, others partially. The time given to the rehabilitation of these cases was from six months to two years. Re-educating a case such as you describe is long, slow work. For months you may seem to make little or no progress and then unexpectedly you will begin to get a satisfactory response. The result is worth all of the effort put forth. Many of the soldiers who were aphasics were paralyzed on their right sides; and partly because it was necessary to do so, and partly because we hoped to develop new speech centers on the right side of the head, the patients at first wrote with their left hands, afterward changing to the use of the right hands. We were unable to determine whether the use of the left hands really developed new speech centers or not. I offer this, however, as a suggestion.

If you are using English in re-educating this gentleman of whom you write and wish more definite information as to the order of giving sounds, words, sen-

tences, etc., I shall be glad to furnish you with details.

With best wishes for your success with this patient, I am,

Very sincerely yours,

#### LIP-READING IN SAN FRANCISCO

A trip to San Francisco for a few days' change gave me the pleasure of visiting the private schools there—the California School, under the direction of the co-principals, Mrs. Poindexter and Miss Kenfield, and the San Francisco School, presided over by Mrs. Trask. In the California School are a number of young "service" men, who are making sure progress in the subtle art. The Friday morning class, mostly of ladies, was splendid. Miss Kenfield gave the class sentences on homophenous words in a manner that would have delighted Miss Clark's heart. Mrs. Poindexter gave some Shakespeare questions in rhyme, and the pupils answered well, thus showing their power of lip-reading and their knowledge of Shakespeare. I had the special privilege of teaching one of their normal pupils who had had training in lip-reading from Miss Whitaker and later on from Miss Torrey. She is splendidly prepared to take normal work and will be a credit to the California School, as well as to lip-reading.

The San Francisco League had an enthusiastic meeting on Friday night. Mrs. Trask gave an interesting account of The Birds of the Bronx, followed by questions on the Presidents, and "what do you know about things?" Mrs. Trask also gave an illuminating talk on Roosevelt's childhood (taken from February and March Scribner's) at the Tuesday morning class.

I called on the versatile principal of the Oral School, Miss Chapin, and visited three classes. The children did remarkably well, and showed the enterprising work of their teachers, all normal graduates of the Clarke School in Northampton. Many good things might be said of this school, but I want to call attention to two things that especially delighted me: there was no exaggeration of the tongue movements in speech, and the pupils read the lips quickly, without repetition.

I went over to Berkeley to the university and saw one of my own early pupils who has worked her way through college and will be graduated in December this year. She has made good, and it was a real satisfaction to talk with her and note her sensible outlook on life.

In closing I want to offer a word of warning: If you weigh over 140 pounds, and want to climb the beautiful San Francisco hills, run over the campus at Berkeley, cross the ferry, and climb stairs, be sure that you do not wear new boots! By all means do all these things, however, because you can wear comfortable shoe-leather if you are not proud—and why should the *body* of mortal be proud?

LUCY ELLA CASE.

## AURICULAR WORK \*

After the usual routine work of the teachers' meeting, the subject of the day was taken up; this was "Auricular Training." Miss Dunn and Miss Thomason demonstrated with voice and whistle the degree of sound perception possessed by the pupils of Miss Dunn's class. It is thought that a large per cent of the pupils in the school could be benefited by systematic aural training.

Miss Dunn's paper was as follows:

There are very few children who do not have some idea of sound. Dr. Wright thinks that fully one-third of the children in deaf schools have hearing enough to be taught to understand language through the ear.

When we realize how much easier it is to teach language through the ear than the eye, perhaps we will make a greater effort to make use of what residual hearing a pupil has. Our duty is not only to conserve what he already has, but to so stimulate it that it will be of more benefit to him.

We have not been doing our duty in this respect. There are said to be 1,000,000 children in the United States who have defective hearing. Little attention has been paid them. When a child attends a public school and is not able to keep up with his class, owing to defective hearing, he is sent off to a school for the deaf. Perhaps he has perfect speech, and if he had been given an instrument to assist his hearing he might have been kept in school instead of helping to crowd our classes for the really deaf.

Sometimes it happens that such a pupil is placed in a manual class, where he has no encouragement to use his speech and no occasion for the exercise of his hearing ability.

According to Dr. Goldstein, who is an enthusiastic believer in aural work, this idea of stimulating the auditory nerve by acoustic exercises was advocated in the early centuries. Trumpets and hearing tubes were also used at an early date.

But it is only recently that we seem to be waking up to the possibility of the benefits to be derived from auricular training. One of the many benefits to be

gained by this training is the ethical effect upon the child. We are familiar with the tense look upon the face of one who sits with his mouth open and his head turned with his better ear toward us, in an effort to catch a familiar sound. Even a little hearing seems to put new life and courage into a child. How proud he is when he realizes he can hear sounds like other children!

I read of a girl in a northern school who took very little interest in any of her work. She had poor speech and seemed to have no heart for anything. When the aural work was begun with her, she only heard a noise which seemed disagreeable to her. Then one day she heard a vowel, which she repeated. The next day she got another, and when she realized that she was hearing, she cried for joy. After that she took great delight in speech and became more interested in everything else.

The Wright Oral School and Central Institute at St. Louis have given more time to auricular training than any of the schools for the deaf.

A pupil who does not hear the voice or any instrument at any pitch is classed as totally deaf, but in Dr. Goldstein's opinion even he could be given acoustic training.

Work without an instrument is helpful, but a good instrument is the quickest and best way to give aural training. First sounds that are unlike are given, such as bells, whistles, clapping of hands, etc. When a pupil responds to a musical vibration, he should be tested to recognize pitch. After his hearing has been developed so that he can recognize the human voice, a series of vowels are given him, the easiest being given first. When single vowels are heard, then combinations of vowels, syllables, words, simple commands, sentences, and stories are taken up in order.

Change of pitch and accent is used in all syllable drills.

We must make haste slowly, for he must learn to associate the sound with the idea. Only by constant repetition is he able to connect the sound with the idea and so remember the word.

He may have heard the same sound before, but, as it was not connected with

\* From *The Deaf Carolinian*.

an idea, it made no impression on his brain.

Often the hearing seems to be improved by auricular exercises, but the ear has only become accustomed to the sound and pays attention to it.

The greatest drawback to giving each pupil auricular exercises, especially in our large schools, is the lack of time. Each pupil must have individual attention.

Of course, the ideal way would be to have a special teacher (or teachers), who could devote all her time to such work; but until such an ideal is realized, it is only just and right that we try to utilize the hearing of every child in our care. A definite purpose and plan, used with perseverance and patience, will accomplish much, and I know of no other work that promises a greater field for satisfactory results than aural work.

#### THE MOUNT AIRY CONVENTION

The Convention of Teachers and Instructors of the Deaf which assembled at Mt. Airy consisted of men and women of the highest ideals. Whatever differences disclosed themselves in the titles of papers submitted and their subsequent discussion, no dissension marred the equanimity of individuals nor disturbed the perfect harmony of the whole occasion. Everybody present worked toward the single *point d'appui*, the uplift of the education of the deaf.

The Grim Reaper garnered long ago the last of the old sign-manual enthusiasts. Today teachers of the deaf unanimously endorse oralism. They rank it, *hors de concours*, as the premier method of instruction. Deaf teachers of the deaf know that their own possibility of achievement must ever be as specialists in the high grades and as benefactors to the backward and degenerate child among the deaf. They realize this to be their just, grateful, and eleemosynary contribution of service to their own kind among the mass of our common humanity.

The writer noted a remarkable change and a wonderful growth in the profession. The broad-minded teachers of 1920

far outrank the well-intentioned but dogmatic derelicts of 1876. Every paper and discussion gave enlightenment to somebody upon something. Combined, oral, aural, and progressive oral advocates cheerfully and gratefully acknowledged incontrovertible truths declaimed in support of any genuine experience. Acrimonious discussion absented itself entirely from every section. Motive, not the man; the manner, not the method, acted as the determining factor to secure general favor and approval.

Members adorned their coats and waists with the badges, buttons, and insignia of any and all of the associations.

The convention demonstrated beyond any doubt that the adult deaf, as a class, no longer oppose oralism. They have advanced with the times and desire to see the deaf child of the present era given opportunities ahead of any afforded themselves in bygone days. They realize that false economy in the body politic of citizens is the fundamental stumbling-block. This great obstacle inhibits the proper subdivision and segregation of pupils in schools for the deaf. It compels the congregation of the brainy and the mentally backward in the same educational buildings. The adult deaf demand today that mutism shall be, as far as possible, relegated to the realms of the dead, and that the deaf shall no longer move speechless among their fellow-men. They refuse any longer to be incoherent or placed on a par with the mentally abnormal.—*Frank O'Donnell, in the "California News."*

#### SUCCESSFUL ORAL PUPILS

Cyrel Guthman, a congenitally deaf girl, of Chicago, graduated from the Delano School, Deaf Department, at the age of 15, entered the McKinley High School, and completed the four-year course in three and a half years. She was the only deaf pupil in her class and was third on the honor roll.

Harry Luft, of Chicago, graduated from the Beidler School, Deaf Department, in 1919, finished a two-year business course in the McKinley High School, and at the present time is planning to complete the four-year course.

Renew your subscription for THE VOLTA REVIEW before the rate is raised, October 1st.

### A RAISE IN RATES

Because of repeated increases in the cost of printing and paper, the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf reluctantly found it necessary, at its meeting on April 23, to raise the price of membership in the Association from \$2.00 to \$3.00 a year. In other words, all subscribers for *THE VOLTA REVIEW* will, from October 1, 1921, pay \$3.00 a year for the magazine.

To favor the present readers of *THE VOLTA REVIEW* and their friends, the announcement is made that between now and the end of September new subscriptions or renewals of membership will be accepted at the present rate of \$2.00 a year for any number of years. Any one desiring to take advantage of this offer should at once send the amount necessary to cover the desired period, at the rate of \$2.00 a year. By doing so an actual saving of 50 per cent will be effected. Act now.

### THE WASHINGTON CLUB

"Tell me not in mournful numbers"—speech-reading is a down-hill task! For, on the evening of June 1st, was it not proven by the members of this club that they ascended to great heights—the heights of the Volta Bureau roof?

Hardly had the guests ascended to the roof (and should there be any one who wonders why the word "ascended" is stressed, let that person report at the Bureau and he will be duly shown), and general conversation begun to flow, when the electric lights began to play "Peek-a-boo." And presently the sad fact became known that the fuse had expired. But that really wasn't a sad fact at all, for in the eagerness to meet old friends and new, the wonderful view from the Bureau roof had been quite overlooked, and this gave an opportunity to gaze around. Such splendor as met our eyes! To put it down in cold numbers it was worth at least \$5.00 a minute. (I mean \$5.00 out of *each* eye.) While the beauties of the "White City" were being admired from on high, way down in the cellar struggles were being put forth, and finally the illumination was

replenished by our indomitable Miss Timberlake (what *will* she do next?), and the party proceeded with much talk and laughter. An hour or so later the second fuse evidently decided *it* didn't care to carry light such a distance, and, following the example of its predecessor, also expired!

Let it not be thought for one single moment that this dampened the enthusiasm of those present. Did they sit down and bemoan their fate? Not at all! With a candlestick in one hand and a chair in the other each bravely descended to earth—and the *most* delicious strawberry ice cream.

One gentleman was heard to repeat quite often, "I've had a *glorious* time," and that seemed to be the unanimous opinion of all the partakers of the party.—M. C. N.

### A LIP-READING TOURNAMENT.

The first lip-reading tournament ever held by an organization for the hard of hearing took place in the League rooms in New York City on the evening of April 29th. Miss Matie Winston, of the Wright Oral School, conducted the contest.

Five teams, representing four public schools and one private school, contended for the cup given by Mrs. Nathan Todd Porter, Jr. The cup will eventually become the property of the team winning the contest two years in succession. The honors of 1921 were carried off by the Jersey City team.

Miss M. Gertrude Evans, of Jersey City, was the winner in the individual contest, and became the possessor of a Tiffany bronze candlestick, given by Mrs. J. C. Thompson.

It is to be hoped that other organizations for the hard of hearing will appreciate and approve the purpose of the tournament, which was to arouse an interest in lip-reading and to stimulate all students to further effort toward perfection in this invaluable art.

### THE JERSEY CITY LEAGUE

Mrs. W. W. Hubert, president of the Speech-Reading Club of Washington, was most charmingly honored, May 11th, when a reception was given her by the Jersey City League. This League has been very successful in raising funds. On May 26th the members of the League held a block dance, which was attended by more than 1,500 persons. Most elaborate decorations were used on the street and it was truly a brilliant affair, with a canopy of blazing electric lights extending the length of the block. This dance is reported as being the best held in Jersey City during the season.

### PUBLIC SCHOOL SPEECH-READING IN BOSTON

On the evening of April 12, 1921, thirty-two of the advanced pupils in the Boston Public Evening Speech-Reading classes received certificates for regular attendance and advancement in work from Mr. Richard J. Lane, of the Boston School Committee.



Miss Sarah Fuller, Principal *Emeritus* of the Horace Mann School for the Deaf, was also present and spoke to the pupils in her gracious manner, as follows:

"A friend of mine once said to me that when she expected to speak to a number of persons she put her thoughts upon paper, for she considered it only courteous to her listeners to do so. Following her suggestion, I have put a few thoughts upon paper.

"It is a great pleasure to meet with you tonight and to tell you how glad I am to know that a course of lessons in speech-reading, covering parts of five consecutive years, has not only been satisfactory to pupils and teachers, but that a continuance of the lessons is desired by both. No greater praise than this could be given to pupils who have come, evening after evening, from inconvenient distances, nor to teachers who, in spite of storm and cold, have faithfully kept their appointments. If I confess to having had serious doubts about the success of the plan for evening classes in speech-reading, you will better understand my joy tonight in knowing that artificial light, lack of room for the most favorable seating of pupils, and but little opportunity for attention to individual needs have not discouraged you, nor prevented you from giving cheerful, hearty support to all that Miss Tripp has attempted to do. You and she have made a record that will stimulate all future efforts to form classes for the study of speech-reading. The plan of work devised and admirably developed by Miss Tripp merits a place with the best that the most ardent teachers of speech-reading have made.

"May I venture to give a word of advice to you that, if followed, I believe, will provide another form of lesson in speech-reading? It is this: Don't avoid social duties, because you fear that you may not fully understand what is said to you. Have the courage to ask that questions and remarks be repeated, and don't think it your fault if you fail to know even after a second or third repetition. It is more than probable that your inability to interpret the words of a speaker is due to his lack of clear-cut, well-defined articulation. It seems to me that there are few persons who have really learned to speak properly; their lips are almost motionless, or else held in such a manner as to be a veil, hiding the movements of the tongue. I would urge you to go out from your homes to meet and mingle with strangers, as well as with friends, even more than you would if you were able to hear all that is said on all sides. There is much to be enjoyed by simply 'looking on' and watching numbers of persons, whether in a congregation at church, in an audience at a lecture, concert, or theater, or wherever persons assemble. Besides these advantages for yourself, there are duties to your families, your friends, and to the community in which you live, which loss of hearing has not incapacitated you from rendering, and which will bring satisfaction and pleasure to yourselves as well as to others. In this connection I am reminded of an exclamation which burst from the lips of a matter-of-fact woman who had impatiently listened to what

she considered undue praise of college education, 'Eddication ain't everything!' said she, and I say, hearing isn't everything. If you try to sum up the deprivations you suffer by the loss of hearing, you will, I think, find them comparatively few, but if kept constantly in mind they shut out the joyous thoughts and rob you of rightful happiness.

"Faith in the results of doing one's duty was shown by a very deaf man who was a neighbor of my grandfather. It was commonly known that this man was 'stone deaf,' and why he should persist in constant attendance at church was a mystery to all who knew him. When one day he was asked the question, his prompt reply was, 'I go to show my boys the way.' He had four sons, all of whom had scriptural names, Amos, Joel, Ezra, and Nahum. When I was a child I used to see these sons, then elderly men, occupying four well-filled pews with their families.

"May not you show others the way to add knowledge of speech-reading by seeking opportunities to share in social life?"

Some time later a gathering of these classes was held at the home of one of the members and a pleasant, social evening, long to be remembered, was spent. A substantial gift of gold was presented to Miss Sally B. Tripp, with warm words of appreciation of her five years' service, which, under the rules of the school committee, marks the completion of her work in the evening school, as no one serves for a longer period.

The following acrostic poem, composed by a present member of the class and beautifully written and illuminated by a past member, was also presented to Miss Tripp as a memento:

Smiles always gave us a welcome  
As we met you week by week;  
Living, noble thoughts you gave us,  
Life's true value to bespeak;  
Yearned you earnestly to train our eyes in  
reading speech.

Best of all the aids the deafened ever had,

Through which God is blessing us, making sad  
hearts glad.

Rightly, then, we love you for work in these  
five years,

In teaching us to see the words that, alas! we  
cannot hear.

Priceless blessings be your reward;

Perfect your joy—the "joy of thy Lord."

These evening classes for the adult deaf are to go on, since they meet a real need in the community, more than eighty pupils having received instruction this year.

The Globe Ear Phone Company, Reading, Mass., through its Chicago office, has offered to donate a Globe equipment of 10 stations, to be installed in the League room or any hall designated by the League for the use of the hard of hearing of Chicago. This generous offer has been accepted and action will be taken at once regarding the installation.—*The Bulletin Board*.

## RAH! RAH! RAH! FERRALL!

Mr. J. A. Ferrall, it seems, is not satisfied by removing "pins" from the pathway of disheartened hard-of-hearing readers by his stories, which encourage one to the point of "scoring" in the game. For we see recorded in the *Washington Times* an account of a fierce and long-fought battle held in a bowling match between the Bureau of Plant Industry team of the Agriculture Interbureau Duckpin League and the team of the States Relations, where, by a very close margin, the Plant Bureau came out victorious, due to the excellent playing of J. A. Ferrall.—M. C. N.

## EMPLOYMENT

The following is the fourth of a number of occupational studies appearing in the Bulletin. Occupations studied are those that offer opportunities to the hard of hearing, and are being successfully followed.

In presenting these studies, it is not the intention to convey the idea that any hard-of-hearing person may qualify in any of the occupations outlined because another hard-of-hearing person has. Degree of deafness, type of deafness, lip-reading ability, previous experience, etc., are determining factors to be considered by the vocational adviser or the person making his own selection.

## JEWELRY ENGRAVING

*Description:* Students or apprentices are taught the designing and drawing of letters, principles and composition of well-balanced designing; designing and cutting of different styles of letter—script, block, old English, etc.—and different kinds of ciphers, monographs, and inscriptions. The use of tools; tracing, stamping, the making and use of dies; lacquering and polishing are learned. The quality and composition of metals and something of the art and craft of jewelry-making is included in a well-balanced course of instruction.

*Qualifications:* The trade is more generally a man's trade, women entering it more as an art than an industry. A knowledge of drawing and designing is an asset. Mechanical skill, flexible fingers, and artistic bent contribute to efficiency and success. Good eyesight is essential.

*Schooling:* No essential educational requirements. Jewelry engraving may be learned through an apprenticeship or in a trade school. Courses in schools take from six to twelve months, depending on skill and application. Apprenticeship varies from six months to two years.

*Remuneration and Demand:* Jewelry engraving offers good opportunities to the skilled tradesman. Employment is stable and the skilled mechanic has steady employment. It offers opportunity to go into business with small capital. Salaries range from \$40 to \$65 a week.—*Bulletin, Chicago League for the Hard of Hearing.*

## THE LIP-READER'S RUBAIYAT

BY ELIZABETH BRAND

Reprinted, by request, from *THE VOLTA REVIEW* for September, 1917.

Rejoice! For we who once despised our Sight  
Now use the Sense that puts our Woes to Flight;  
And lo! the Day of Understanding dawns;  
The Sun is shining where was darkest Night.

Now the New Art reviving old Ambition,  
The Happy Soul from Solitude releasing;  
With nerves all rested and with mind alert,  
Bright plans for Work and Play soon find Fruition.

Look back—a thousand Doubts woke with the Day;  
So many, many things stood in the way  
Of study: 'Twas "too hard"; took "too much time";  
You "didn't need it"; were "too old," you'd say.

But now, All Hail the Art that clears  
Today of Past Regrets and Future Fears;  
Tomorrow—why, Tomorrow calls to us,  
Though yesterday we shed Sev'n Thousand Tears.

I sometimes think that never glows so red  
The Rose of Joy as when the Heart has bled;  
Wherever flowers Endurance, or when Sympathy's  
In bloom, some Hope of Life lies dead.

So fill the Cup of Happiness and fling  
Away the Dreads and Fears that once did sting;  
The Bird of Joy has but a little way  
To flutter—and lo! the Bird is on the Wing.

## THE BOSTON CONVENTION

Unquestionably a great step forward was taken in the cause of the deafened when the American Association for the Hard of Hearing held its first convention in Boston, June 8, 9, 10, 1921. It was an inspiring meeting, and served to bring into closer touch those interested in the field, to win new friends for the cause, and to help establish in the minds of the public the necessity for more of such work as has heretofore been accomplished by a small group of individuals.

Many of the interesting papers and discussions of the convention will appear in *THE VOLTA REVIEW*.

DEAF AND DUMB IN PORTUGAL.—According to a recent article in the *Medicina Contemporanea*, the number of the deaf and dumb in Portugal exceeds that of most European countries, being about 75 per hundred thousand people. There are in Portugal only two institutions for deaf mutes.—*Journal American Medical Association.*

# Teachers Wanted and Teachers Wanting Positions

## TEACHERS WANTED

**WANTED**—An additional teacher for advanced grades. One able to prepare pupils in English and Mathematics for Harvard and Vassar. Write full details. Wright Oral School, One Mount Morris Park West, New York City.

**WANTED**—One or two trained oral teachers of experience for the Oral School for the Deaf in Vancouver, British Columbia. S. H. Lawrence, Principal, 2385 6th Ave. West, Vancouver, B. C.

**WANTED**—Two oral teachers, primary grades, for year beginning September, 1921. J. C. Harris, School for the Deaf, Cave Spring, Ga.

**WANTED**—For 1921-22 in Southern Day School, one Oral Teacher. Address, P. B. S., Volta Bureau, 1601 35th St. N. W., Washington, D. C.

**WANTED**—An experienced oral teacher in a private school. Apply, Volta Bureau, Box 406.

**WANTED**—Three or four good teachers for oral work. Good salary. Apply Superintendent West Virginia School for the Deaf, Romney, West Virginia.

**TEACHER WANTED**—The North Carolina School for the Deaf wants a well-trained, experienced oral teacher for primary work. There is a possibility of another vacancy in a higher grade. Address, School for the Deaf, Morganton, N. C.

**WANTED**—In private school—A matron who is capable of caring for sick children. No one using signs or finger spelling need apply. Address, Volta Bureau, Box 406.

**WANTED**—Supervising teacher for Primary Oral Department in Southern School. Good salary. Address, Southern School, care VOLTA REVIEW.

**WANTED**—A thoroughly qualified supervising teacher for the primary department, or a specially skilled teacher in English. Will pay from \$1,500 to \$2,000, according to qualifications, with a substantial increase next year if teacher makes good. Address, P. X., Volta Bureau.

**WANTED**—Two or more trained oral teachers for primary and intermediate grades. Apply at once to the Tennessee School for the Deaf and Dumb, Knoxville, Tenn.

**PRIVATE TEACHER** wanted. Specially trained in voice culture, auricular training and improved lip-reading methods, for twelve-year-old hard-of-hearing girl. Address, W. T. M., Volta Bureau.

**WANTED**—Western school desires supervising teacher, prefers good teacher of speech who understands Muller-Walle System; also experienced primary teacher. Address Box H. 24, Volta Bureau.

**WANTED**—Two trained and experienced teachers of the deaf. Address E. S. Tillinghast, Salem, Oregon.

## POSITIONS WANTED

**WANTED**—A Northampton graduate of broad education wishes to change her position for another, preferably in New York State. L., Volta Bureau.

**WANTED**—Private pupil for year beginning July 1st in or near San Francisco. Best references and six years' experience. Address, W. L. M., c/o VOLTA REVIEW.

Oral teacher of six years' experience desires change. Will be interested in private work or in a school position. Address, Box Z 4, Volta Bureau.

Oral teacher familiar with rhythm, interpretive dancing, and playground supervisorship desires position in intermediate department of eastern or middle west school. Five years' experience. Address, Volta Bureau, Box H 7.

**WANTED**—A deaf young lady of refinement, good lip-reader, desires position as companion to a refined deaf lady. (Episcopalian preferred.) Excellent references. Address Box 6, Volta Bureau.

**WANTED**—Experienced oral teacher desires position as private teacher for deaf child, or instructor of Lip Reading to deaf adult. Best references. Willing to travel or assist in care of child. Address M. H. S., care of VOLTA REVIEW.

## FOR SUMMER MONTHS

**SUMMER PUPIL**—An experienced oral teacher desires a position as private teacher for the summer months. Address, P. T., Volta Bureau, Washington, D. C.

## FOR SUMMER MONTHS

**WANTED**—Pupil to teach during the summer months by a Northampton graduate of several years' experience. Address, P. W., Volta Bureau, Washington, D. C.

**WANTED**—Experienced teacher desires position in the East as private teacher for the summer months. Address, J. L. R., Volta Bureau, Washington, D. C.

## SPEECH-READERS TAKE NOTICE

**WANTED**—Graduate teacher Nitchie Method, slightly deafened, for summer or permanently. State experience and salary expected. T. N. A., Volta Bureau.

**WANTED**—The Kinzie School, 1606 Locust Street, Philadelphia, is desirous of securing applications from well-educated, experienced teachers of speech-reading who would be willing to qualify in Kinzie Method. Excellent salaries will be paid. Summer and permanent teachers needed.

## ENGRAVERS AND ETCHERS

Cuts for magazines and advertising. Established reputation for fine work at moderate prices. The Maurice Joyce Engraving Co., Evening Star Bldg., Washington, D. C.

## The Best Gift Book The RAINDROP: The Book of Wonder Tales

Sent to any address in any part of the world on receipt of \$1.50  
THE VOLTA BUREAU, Washington, D. C.

## THE CLARKE SCHOOL NORTHAMPTON, MASS.

Established in 1867

An endowed School for Deaf Boys and Girls. The Oral Method is employed and imperfect hearing is trained. Pupils are admitted to the Primary Department at five years of age, while Grammar-School grades fit students for High-School work. Manual Training is provided for both boys and girls. The pupils are grouped according to age, in three carefully supervised homes. There is a new central school building, a well-equipped gymnasium, and ground for out-of-door sports.

Principal, CAROLINE A. YALE.

# THE VOLTA REVIEW

Published Monthly in the Interests of Better Speech, Better Hearing, and  
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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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## MR. DE LAND RESIGNS

**M**R. FRED DE LAND, for ten years the Superintendent of the Volta Bureau, has been forced to resign that position because of continued ill health.

Mr. De Land's unselfish devotion to the cause for which he labored is well known to all members of the Association and readers of THE VOLTA REVIEW, and the deepest regret is felt that his physical condition has rendered it unwise for him to continue the duties of the superintendency.

The Executive Committee of the Association, as a tribute to the valuable service rendered by Mr. De Land, has created the office of Honorary Superintendent of the Volta Bureau, and elected Mr. De Land to that position; so that his name will continue to be associated with the work, even though he himself has been relieved of its active duties. The letter announcing the action of the committee appears below.

At the recent convention in Boston, the title of Mr. De Land's paper was "The Volta Bureau, an Instrument of Service." Perhaps no more fitting way could be found to express his own desire to be of help to the handicapped, and the great extent to which that desire was realized, than to say:

Fred De Land, an Instrument of Service.

### THE ACTION OF THE EXECUTIVE COMMITTEE

DEAR MR. DE LAND:

The Executive Committee of the American Association to Promote the Teaching

of Speech to the Deaf recognizes with great reluctance that the state of your health is such as to make you desire to be relieved of the responsibilities involved in the superintendency of the Volta Bureau and secretaryship of the Association.

It has no alternative than to accept your resignation as active superintendent, but it feels very strongly that the work which you have done during a critical period in the affairs of the Association and the Bureau merits unusual recognition.

It proposes, therefore, subject to the ratification of the full board, to establish the office of Honorary Superintendent of the Volta Bureau and to elect you to be the first occupant of that position.

It is the understanding that this is to be a purely honorary position, which will carry with it no responsibility whatever; but which will in a measure be a recognition of your conscientious devotion to the great cause for which the Association and the Bureau were established.

The committee trusts that you will accept this position and in this way ensure your association with us for an indefinite period.

Hoping that your health will rapidly improve with the rest which you so much need, the committee signs this letter as a body.

Very sincerely yours,

DAVID FAIRCHILD.  
HARRIS TAYLOR.  
A. L. E. CROUTER.  
GILBERT GROSVENOR.

June 20, 1921.

## THE VALUE OF AURICULAR TRAINING

By EDWIN L. LA CROSSE

AT DIFFERENT TIMES several of our schools-for the deaf have done more or less auricular training. I believe that many of them would be doing more of it today if they had the funds to secure the necessary teachers. To carry on this work successfully, a school must be in a position to do considerable individual work.

Unfortunately, the profession has no common nomenclature to designate the various classes of pupils who have some residual hearing. Allow me to call attention to the classification suggested by Dr. Amberg, of Detroit. He divides all pupils with some hearing into three classes. I have made some changes in his grouping to make it apply to the cases which I have in mind:

1. Slight deafness: those who cannot hear ordinary conversational tones farther than six feet.

2. Severe deafness: those who cannot hear loud conversational tones farther than two feet.

3. All others who cannot hear loud conversational tones farther than six inches.

This method of grouping will help us in a measure to clarify the point we wish to bring out. We believe that at least 10 per cent of the pupils in our schools for the deaf would come under the classes numbered 1 and 2, and we are further convinced that there are at least 25 per cent more who could be put into class 3, and would be found to have enough hearing to justify the expenditure of time and money to give them auricular training.

There is more or less confusion in regard to what is meant by auricular training as given in our various schools today, and the form of the course given depends upon the superintendent's understanding of the term. If his idea is that the aim of auricular training is to improve the power of the hearing apparatus to perceive sounds at a certain pitch, his course will be designed with that end in view. The ear which cannot hear the sound in a pitch below B flat will be trained by constant exposure to sounds

in A to recognize A, and so on, until the whole scale has been worked upon. Such a course in auricular training is predicated on the definition of hearing as "the perception by the ear of the motion in the air caused by a shock from a sounding body."

However worthy such an aim may be, the course will necessarily follow different lines if the broader definition of hearing is accepted, namely, that "hearing" is a mental activity which comprehends not only the perception of the sound, but the interpretation of that sound into percepts and concepts and the initiation of the motor activities as called forth by that sound. To illustrate: Suppose I were in the wilds of Africa with a group of natives whose language I did not understand and were in such a position that they might wish to warn me of impending danger. A strange beast might be coming upon me unnoticed, and they would shout in their language, "Run; a lion is coming!" I, with my perfect hearing, would make no interpretations from these sounds to initiate the motor activities which would carry me to safety. It is quite possible that, with a little training, I would soon understand that certain sounds in their language meant certain things, and yet, to do this, I would have no need of improving my power of sound perception.

Our idea, then, is that the aim of auricular training is threefold:

1. The teaching of a vocabulary through the ear;

2. The improvement of the speech;

3. To effect an increased activity in the psychic acoustic centers.

In order to teach the partially deaf child the meaning of the imperfect sound perceptions which come to him, the idea for which the sound stands should be presented to him at the same time that the sound is registering in his auditory center. While some little improvement may be effected in the objective power of sound perception, the greater part of the teacher's efforts should be directed toward the association of sounds with ideas.

But, you may ask, what is the need of special training if the pupil has partial hearing? May I refer you to the conditions under which the great majority of sound perceptions come to the partially deaf child? The average conversational distance is five or six feet, and at this distance, even to a pupil in class 1, the sound registers so imperfectly that the connection between the object or idea and the sound is not correlated. If you will recall that the intensity of the sound perception varies inversely as the square of the distance between the source and the ear, you will see at once that a pupil who perceives very little at five feet will receive sound perceptions several hundred times more intense at a distance of three inches, and it is only by diminishing this distance that we can make these sound perceptions register strongly enough to give rise to concepts and the resulting motor activity.

After the ear has been trained to recognize the meaning of sounds at three inches, it is quite possible to extend this distance until, in many instances, the pupil has the power to "hear" at a con-

versational distance of several feet. Thus you will see why we consider this a process of training the mind, and you will necessarily understand the need of a great deal of individual instruction.

These suggestions, while applying particularly to classes 1 and 2, who are able to hear sounds, but not to interpret them, at five and two feet respectively, might also refer in a measure to those in class 3, who are more numerous and require an even greater amount of individual attention.

The time and energy which we give to this work are expended with a view to the results accruing to each of the three aims. A large amount of more natural language can be taught in this way; the inflection, pitch, and phrasing of the pupil's speech will show more improvement than can be secured in any other way with the same expenditure of time and effort; and the psychic effect of using the pathways which, from time immemorial, have been our most important avenues of information makes for a more normal reaction toward every phase of life.

## ON BEING TWENTY-THREE

By DWIGHT HOTCHKISS

JUNE FULFILLED all expectations and came again this year. She has gone now and left me, technically, a year older than before. June has a habit of increasing my years. As long as I can remember she has added one more mark in the "Time Lived" column in my Book of Life.

Until two years ago, it was with unconcealed delight that I heralded her approach. June was a friend of mine, for, in passing, she brought me one year nearer to a man's estate, and every boy wants to be a man! I have reached that coveted position, but love her still, for there is much in her to love.

On examining my book, I find the "Time Lived" column one-third full. Twenty-three years passed by and two-thirds of a normal lifetime yet to live. Twenty-three years, happy years, too, but enough sorrow in them to show me

the worth of happiness. Healthy years, but enough sickness in them to teach me the value of health. Adventurous years, but not enough adventure to take from it its thrill. Romantic years, but not enough romance to make a romance ordinary. Beautiful years, but enough ugliness in them to make me love the beautiful. Lively years, but not so much of life that I no longer want to live!

Two-thirds of a normal lifetime yet to live, and to live in the land of silence. How do I welcome the thought? Am I content to live them? Forty-six more years of silence as deep as the tomb added to the four since deafness claimed me. Does life offer enough to make it worth while?

I turn back to another June five years ago. I see a stage, and on that stage a high-school graduating class. I see a boy step out and deliver, a little nerv-

ously, the valedictorian address. I see the same young man as president of his class, as captain of the football team. I see another stage. It is Thanksgiving Day. On one side sits the Governor of the State and on the other sits this boy. The Governor speaks, the boy speaks. I see him thrill with pride as the Governor congratulates him. I hear again the prophecies of family and friends of a wonderful career. I see him at his college, then the army, sickness, deafness, the long slow climb to health, the attempt, not ended yet, to adapt himself to his new condition of life.

And I debate the question with myself. If this boy had qualities before his deafness that would have made of him a success in life, cannot these same qualities with deafness make a success of him? Is deafness a bar to success? A just God cannot make it so. It may be an obstruction, but not an insurmountable one. He should grow stronger in surmounting.

A seed in the earth takes root and springs to life. The young plant feels the age-old yearning for the sun, and reaches up through the mellow soil to the surface. Here it finds instead of the sunlight a clod left by the harrow in passing. But, if it has taken strong root it will either push the clod out of the way or go round it. *It will reach the light.*

What did I lose by my deafness? I lost a few friends, but found truer, nobler ones. I lost a means of intercourse, but found another one. I did not lose happiness. I was never happier than now. Love lingers still. Whether I lost a chance for success remains to be seen. I refuse to believe I did. The music of the trees, of running brooks, all nature, peoples' voices, childish prattle—that is a loss. But I have found a music of the heart. Out in God's out-of-doors my whole soul sings in ecstasy. In a quiet moment with a friend I find myself silently humming a tune. Sometimes, with no one near to hear, I sing to myself. The music of the soul has so much more rhythm and cadence than the chance strains from a tired world.

Two-thirds of a normal lifetime yet to live in the land of silence. Forty-six years to enjoy life. Forty-six more years to make and enjoy friends, to go explor-

ing in this little world, to realize some of my lifelong dreams, to labor, live, and laugh and love. As June steps up in her gala attire each year, I'll welcome her with open arms. I'll tickle her under the chin, and say to her, "June, dear, what have you for me this year? A little adventure and romance, I hope, for they are the spice of life. And love, June, and happiness, and possibly a little sorrow to even things up. And work, June, plenty of worth-while work. And June, dear, better offer me the best of what you have, for if you don't I mean to take it anyway."

#### A SPECIMEN OF PEETIC (NO- SPELLING) WRITING

BY WILFRED PERRETT (LONDON)

Some who have read Professor Scripture's article entitled "Peetickay" in the June number of THE VOLTA REVIEW may like to see what the actual writing looks like. The accompanying cut gives Robert Louis Stevenson's "Requiem," transcribed from page 679 of the last November number of this review. It is believed that lip-readers, even if they do not know the verses, will find little difficulty in deciphering them.

What do you make of it?

—ndr ð wud + st-r' sk,  
dig ð gr/v + lt ml l.  
gl-d did + liv + gl-dl' d,  
+ + l/d ml d-rn wð + wil.

ðis bl ð vrs yj gr/v fr ml:  
"hiv hl l-z h-wr hl l-yd t bl;  
hym rz ð s/lr, hym fr-m sl,  
+ ð h-nter hym fr-m ð hl."

#### BACK NUMBERS NEEDED

Numbers of THE VOLTA REVIEW issued between 1910 and 1915 are badly needed, and will be accepted, if in good condition, at 20 cents each, as subscription credit.



"When care is on me, earth a wilderness,  
The evening starless and unsunned the day;  
When I go clouded like them, sad and gray,  
My fears grown mighty and my hope grown  
less;

When every lilting tune brings new distress,  
Unmirthful sound the children at their play,  
Nor any book can charm my thought away  
From a deep sense of mine unworthiness;

"Then think I on my friends. Such friends  
have I.

Witty and wise, learned, affectionate,  
There must be in me something fine and high  
To hold such treasure at the hands of fate;  
Their nobleness hints my nobility,  
Their love arrays my soul in robes of state."  
—*Wallace Rice, on "The Solace of Friends."*

**M**Y DEAR FRIENDS: I have been somewhat of a wanderer since I wrote you last, for I have left that fair Southland for the summer land of the North. My journey was full of new and interesting happenings, and, as some of them were in connection with the deaf and the deafened, I thought perhaps you would be interested to know of them. We left Florida on a hot and dusty train. Our first stopping place was Southern Pines, redolent of pines and mountain laurel. We caught a glimpse of the beauties of Pinehurst and drove mile after mile by orchards of young peach trees and into the hills of North Carolina. One night was spent in Greensboro, a busy, prosperous city, and then on into Washington.

I am somewhat ashamed to confess that I had never seen the Volta Bureau before, although Miss Timberlake had "looked me over" in the fall. The yellow brick building, like the Wingless Victory, is placed high and squarely on a steep hillside. To go up a long flight of stone steps to the little temple of knowledge seems very fitting. One pushes open a heavy oaken door and steps immediately into a large rectangular room, with long

tables and chairs in the center and bookcases along the walls. At first I did not notice them, for my eye was immediately caught by the pictures and prints of L'Epee and other early pioneers. Then I discovered the splendid portrait of Alexander Graham Bell, and thought of the deeds of daring and ventures into the unknown that had brought to that face its strength and fineness. I came across a molded and painted bit of plaster which I recognized as a magnified reproduction of the human ear. How much more comprehensible the complication of ear-drum, anvil, hammer, stirrup, and bony ossicles of the inner ear become on beholding them for yourself, rather than trying to imagine them from some scientific description and set of drawings! Miss Timberlake and Mr. De Land were most cordial. Mr. De Land showed me his library, high stacks filled with foreign books, manuscripts, magazines—all the material he could obtain which bears on matters pertaining to the deaf. It is a treasure-house of knowledge for a research student. Miss Timberlake took me to her sanctum sanctorum—the inner throne of editorial wisdom—and then to the roof for a breath of fresh air and a hazy view of the widespread, dignified, old national city. I descended the long flight of stone steps with great reluctance.

In Philadelphia I visited both the Kinzie School and the Mt. Airy School for the Deaf. You all know of the spirited drive the Speech-Reading Club of Philadelphia has been conducting for the purchase of the club-house home. But it was not until I went there that I realized what great obstacles they had to overcome, what real herculean labor has been made for the cause, and the personal sacrifices made by many of the individu-



als. The drive has brought in more than half of the amount needed. It will not be so active during the summer months, while people are at their summer homes, but it will be renewed and carried "over the top" in the fall.

I was astonished and delighted at the beauty of the large gray stone buildings and well-kept grounds of the school at Mt. Airy. The estate was fully as beautiful as any college campus I have seen. I had the pleasure of meeting Dr. Crouter and he made me feel very welcome. I had only a little time and there was a very great deal that I wanted to see which I was unable to, so I hope to go back there some day. However, I did visit the primary and the advanced schools. One class of children who had been there only two years read their teacher's lips with a facility and rapidity which was most surprising to me. (I wish some of these skeptics of lip-reading could have seen them!) These children had dear bright faces and were very quick and willing to respond. All of the teachers were cordial and entertaining, and explained their work and the children to my fascination. Miss Trend, of the advanced school, is a young lady who is totally deaf, and yet she not only teaches these children with remarkable skill, but she is also working for a degree at the University of Pennsylvania *at the same time!* No general who courageously attacks an army of superior forces deserves more praise! I think I spent the longest time of all with the deaf-blind girls, Katherine Frick and Grace Pearl. Their misfortune may appeal to your sympathy—it cannot fail to—but just how would you feel when you found that they studied history, English literature, geography, mathematics, and even the theory of botany? I wish you could see the diagram of the cross-section of a stem which their ingenious teacher made for them with pin-pricks! The marvel of this work with these two girls awed me into silence. Here were two souls and minds with all the possibilities for development of normal children, shut off from any perception of sight and almost utterly from any perception of sound. Not so very many years ago they would have faced a future of nothingness. As

it was, I saw them busy with their typewriters, working at numbers and even answering my questions in quite natural voices and showing an excellent choice of words. They understand by spelling with one hand into their hands or by touching the moving lips. Katherine Frick says that when light and sound were taken from her the fairies came and pricked her fingers and made them so sensitive to shape and form that they almost took the place of her eyes and ears. They have happy faces, these girls, and their faces are the reflections of cheerful thoughts. Grace expresses them often in her verses—like songs they are, too—and Katherine writes them into myths and fables. To the one who is leading them and teaching them knowledge and happiness should go a wreath of laurel as surely as to any hero of battle.

I regretted that I was unable to visit any school in New York, but in order to reach the convention of the American Association for the Hard of Hearing in time, I had to go on. I found the Guild House of the Speech Readers Guild of Boston "swept and garnished" and almost holding out its arms to receive the delegates and visitors. The down-stairs rooms were filled with exhibitions of the needlework and cabinet-making of deaf people, which had been contributed by different associations and exchanges. Upstairs was a roomful of modern appliances and electrical devices to aid the hearing, representing several manufacturers. The new vactuphone attracted much interest, and two or three people who had been deaf for a great many years were able to recognize sound, although not to identify the words spoken. In another room were exhibitions by the different schools of lip-reading, free copies of THE VOLTA REVIEW, circulars, advertising matter, reprints, and folders for distribution. There were panels and posters on the wall, and they are so good that I am told they are to be used again in publicity work. I enjoyed the meetings of the convention. All the speeches, papers, and reports bore directly upon the issue at hand. Some of them were particularly inspiring and lifted us above the usual routine of a convention. I find that every one is willing to work hard,

long, and faithfully for the cause, but that intercourse with other workers, the exchange of ideas, the inspiration of vigorous personalities, the opportunity to appeal to the doctors and to the public, give a higher courage and a lighter foot-step.

I am going to leave the convention now and turn rather abruptly to another subject. The nation is turning its attention to Plymouth this summer, as it is the tercentenary celebration of the landing of the Pilgrims. The greatest feature is the pageant which is to be presented several times. It is considered the greatest pageant America ever had, not only because of its historic interest, but because it is to be given at the edge of the harbor by *The Rock*, and will have over eleven hundred people taking part—real Indians, even, in the Indian scenes! It is to be given at night under powerful electric lights before audiences of ten thousand people. This pageant is an occasion which I think many deaf people would enjoy, and I hope you will make an effort to see it. It presents the suggestion that pageants and pantomines are mediums of entertainment in which deaf people could take part and excel. The Speech Readers Guild in Boston and the school for deaf children in Rhode Island have recently attempted them with very great success. Why don't more of you do it, and then tell us about it in *THE VOLTA REVIEW*?

I have read that a very successful competition in lip-reading was given not long ago in New York. I hope this will be followed up in other places. When I dream wonderful wild dreams, I dream that I can instill so much enthusiasm into all the leagues, clubs, guilds, and schools in the country that they immediately form advanced classes in lip-reading and later, after stiff training, hold contests to find who their best lip-reader is. And then, don't you see, we could hold interstate contests, and some day, at some important convention, a national championship! Think of the honor of being the best lip-reader in the United States! But, best of all, think of the publicity it would give to the cause of the deafened when the public interest is thus challenged. It would be the "proof of the pudding"—

the conclusive evidence that all the speeches and papers that have been spoken and written in the favor or defense of lip-reading were justified! If any of you feel the tiniest spark of enthusiasm stir within you, won't you please write and tell me so?

Yours for a forward step,  
THE FRIENDLY LADY.

#### THE SNOWBALL ROLLS

One little lip-reader, feeling rather blue,  
Finds a lonesome brother; then there are *two*.

Two little lip-readers sail life's stormy sea,  
Rescue one who's shipwrecked; then there are *three*.

Three little lip-readers tack above their door  
"Fine fun for deaf people"; soon there are *four*.

Four little lip-readers, very much alive,  
Have a jolly party and ask number *five*.

Five little lip-readers, blue and out of fix,  
Forget about their troubles as they hunt up number *six*.

Six little lip-readers make their home a heaven;  
They seem so very happy, they attract number *seven*.

Seven little lip-readers, reconciled to fate,  
On a trip together meet number *eight*.

He's a great addition; all think him fine;  
He says, "I'll bring along a friend, and he'll be number *nine*."

Nine little lip-readers, joyful-hearted, then  
Start a Cheer-up Mission to catch number *ten*.

Ten little lip-readers! What's the whole thing for?  
Just to make life happier for *more* and *MORE* and *MORE*!

—Elizabeth MacKay.

#### CLOUDS

When clouds across the pathway lie  
And hopes seem baffled, vain;  
With faith and courage keep the way  
'Til the sun shines clear again.

No outward gloom has power to stay  
The soul whose inmost shrine  
Is kept aglow with purpose high,  
Lighted from source Divine.

—Harriet E. Emerson.

## PSYCHOLOGY OF THE DEAF CHILD

By MISS B. NEVILE, Tottenham, England

PSYCHOLOGY is now generally regarded as a science; but the more we examine the subject the less confidence have we in its right to this title.

We have always understood that science concerned itself with well-established facts. These facts it classifies and analyzes, and upon these facts it reasons in such logical progression that other and remoter facts are in their turn established. It seems to be obvious that the facts which form the foundation of a science should not vary to any appreciable extent by reason of outside and moving influences. For instance, geology will seem to be a fairly straightforward science, anatomy rather more complex, and physiology, being a science of a living animal, more complex still—more complex because we are learning to see that the body is greatly influenced from moment to moment by the activities of the mind.

What, then, shall we say of that which professes to be a science of the mind itself? Here we have an organism which is never at rest, which is more sensitive to outside influences than anything else we know, and the instrument wherewith we propose to analyze it is the mind of man himself. Surely we are here in very deep waters. If this be true of the adult mind, how attempt to analyze the psychology of a child, which is immature, restless, and extraordinarily susceptible to influences, both objective and subjective? The very best description of the mind of a child that the writer has ever met with is that of a *chaos of impulses*. There are some people who are so overcome by the charm of this chaos of impulses that they would have us leave it entirely alone. We do the child a wrong, they say, in attempting to guide, to rule, to form this chaos of impulses. Suffice it here to say that the writer is entirely opposed to such a view.

Now, our task is to determine the psychology of the deaf child—that is to say, to determine that modification of ordinary child psychology which we must expect to find as the result of deafness. Though the psychology of an ordinary

child may be almost impossible to analyze or to define, it may not be altogether a desperate enterprise to discover the difference between it (whatever it may be) and the mind of one whose sense of hearing is missing.

At the outset, however, we are faced with a certain difficulty. We have to guard very strictly against the confusion which may result if we attribute to deafness itself certain special mental characteristics which are really due to conditions of life or treatment necessary to or customary in the rearing and education of deaf children. For instance, we hear from some that deaf children are peculiarly gentle in their behavior, and we hear from others that they are particularly bad-tempered and vicious. We hear, on the one hand, that they are selfish, grasping, callous as to the feelings of others; on the other, that they are unselfish, affectionate, and so forth. How shall we reconcile such conflicting opinions?

(1) We have to remember that it has always been and always will be necessary to educate a large number of deaf children in residential schools. In those schools they have every physical comfort, they meet with no injustice, they are in the hands of skilled and kindly people for ten years of their life. They see no violent behavior on the part of any adult, they are entirely free from the daily irritations which are inseparable from family life. If you compare such children with their brothers and sisters left in the rough homes from which they came, you might thoughtlessly assume that the deaf of those families were naturally gentle.

(2) To take another condition: The deaf child in the well-to-do home is generally overindulged. Fearful lest he may be unjustly punished for doing what would never be permitted in his hearing brothers, his parents allow him to form habits of selfishness. Any one seeing the child in such an environment would again hastily say that deaf children, even those born and reared in well-organized and

sometimes luxurious homes, were vicious, selfish, and generally unpleasant.

(3) It is usual for an older hearing child to be given some responsibility with regard to his younger brothers and sisters. The deaf child is not subject to this most valuable discipline; in this he misses much. We must not, therefore, say when we observe the irresponsible attitude of a deaf lad that it is due to his deafness. It is due to the absence of that disciplined responsibility which every fifth-form boy at a public school begins to feel.

(4) To take one more instance: In a poor-class London street we may often hear that there is a deaf boy living there of exceptionally vicious temperament. What are the facts? The boy is deaf; the youths of that street, with their proverbial instinct for tormenting anything peculiar, are forever provoking the temper of the unfortunate child. He makes good use of his fists, his feet, and even his teeth. Is he, therefore, vicious by reason of his deafness? Obviously not. It is the effect of his environment and nothing more. We dare to say, then, that at birth, or at the onset of deafness, there is no peculiarity whatever in the psychology of the deaf child. It would be childish to emphasize this fact, were it not even now held by some medical men that some mental disability is inseparably connected with deafness.

We come now to this question: Is there any modification at all of child psychology which, though not present at the time of birth or at the time of the onset of deafness, does progressively take character? We believe there is. This modification takes character progressively from birth or from the onset of deafness, and the rapidity of the formation is determined by the age at which deafness ensues. By this I mean that should a child become deaf at the age of three, this peculiar modification would be greater in three years' time than it would be at the age of twelve if he had become deaf at the age of nine.

Side by side with this statement there must, however, be made another and a very important one. The mental cast of a deaf child is far more malleable by education than that of his hearing brother. The hearing child is to a small extent

molded by his teachers, but by far the larger part of his education is the chiseling by contact. In the vacuum, however, with which deafness surrounds the deaf child, the direct things of education are of far greater significance and of immensely greater power to make or to mar.

Now the peculiar and progressive modification of child psychology which belongs to deafness is, I believe, this: On all matters which are clearly and definitely understood, a deaf child has (1) an extraordinary tenacity of opinion and purpose; (2) a supernormal power of close and faithful reasoning. On the other hand, upon all matters which by reason of his deafness are to him uncertain, he is abnormally volatile, he troubles not to have an opinion, it is difficult to make him act with any purpose whatever.

Upon such uncertain data he refuses, except under pressure, to reason at all. Upon such facts as he can ascertain accurately (not guess at) by touch and sight, such as physical phenomena or the sequential happenings of a well-ordered home or school, we find him intellectually stable and of a reasoning power which sometimes amounts to cunning. As regards, however, that large area of thought of which the data is uncertain, he is intellectually irresponsible.

There are two distinct departments of his mind into which the deaf child instinctively pours the materials for thought: One department is for all that is accurately known; with those things his mind will deal. The other department is for all scraps and odds and ends which are conveyed to him so imperfectly that their elucidation is too burdensome to be borne; his mind rejects them. What must we, as teachers, gather from this? We learn that no method of education of which the medium is of an uncertain character, and of which the scheme is not strictly logical and scientific in its development, is suitable for a deaf child. The intellect of the deaf has no use for guesswork. As Forchammer says, "The first essential is a sure medium of communication."

If every word symbol in a sentence is seen and understood, and if every lan-

guage point to be taught is securely linked to the one before, in the strictly logical sequence which we demand in any

scientific enterprise, the mind of the deaf child will grip the thought. In this way only can the deaf be educated.

## A TRIBUTE

By VIRGINIA SINCLAIR

**T**HE sudden passing away of Mr. Frank D. Baker, of Denver, whose death occurred April 29, 1921, has taken from the ranks of speech-readers a staunch and enthusiastic friend of the "subtile art."

Mr. Baker was chief engineer of the Colorado Department of the American Smelting and Refining Company for over twenty years and had been a resident of Denver for the past thirty-three years. He was known to all of the mining and metallurgical men of the State and was closely associated with much of the important smelter construction. He graduated from the University of Illinois in 1888 as a Mechanical Engineer and was a member of the American Society of Mechanical Engineers.\*

Of a temperament naturally buoyant and cheerful, Mr. Baker had come to feel his life deeply shadowed by his loss of hearing. A little more than two years before his death, when in his sixty-first year, he came into touch with the Whitaker School of Speech-Reading. On account of his occasional poor health and also because of extended absences from the city, the regular course of speech-reading in the school was extended by him over two years instead of being completed in the time regularly outlined. Though this extension of time necessarily interrupted his progress, he persistently came back to the work and pursued it with always increasing success and happiness. In his enthusiasm he asked for additional lessons after finishing his course. "As I like practise with teachers, I should like still more lessons," he had playfully remarked. During the last months of his work in the school, reports of his joy



FRANK D. BAKER

in speech-reading power were constantly brought to us by others as well as by himself.

To any one anywhere who doubts his power to become a speech-reader, I wish I might show in the brief scope of this tribute how Mr. Baker "won out" against more than ordinary difficulties.

A university man and for thirty-three years a mining engineer, coming to a place of high standing in his profession here in Denver, he brought to the acquirement of speech-reading a mind trained in the opposite direction from that one which makes speech-reading a natural process.

More than once he seriously doubted his own ability to acquire the coveted

\* The facts as given are quoted from notices which appeared in the Denver papers, May 3, 1921, the day of the funeral, which was held from the Second Congregational Church of that city.

power to any practical degree. But he would not give up. What he saw others were doing he determined to do himself. By his own splendid and beautiful spirit of co-operation in all the school sought to do to help, by resolutely holding himself to his purpose and through the devoted aid of his family he came to a degree of power that brought to him great happiness and renewed confidence in himself both for a return to social enjoyments and in his business interests. Just a short time before his death he sat at different times by the bedside of his wife (who was recuperating from a serious fall) and conversed, often for an hour at a time, with no artificial aid to supplement his understanding of her conversation. This proof of his ability to read the lips gave particular satisfaction to him and to his family, especially because he had learned to understand the speech of other friends before that of his own family.

His interest in whatever pertained to the cause of speech-reading, whether locally or elsewhere, and his enjoyment of *THE VOLTA REVIEW* were unceasing and unbounded. Particularly did his own spirit of optimism and belief in speech-reading respond to the purport of Mr. Ferrall's articles. During a California tour last year he was an interested visitor at several schools on the coast. He was a regular subscriber to "our magazine," taking not one but two subscriptions in order to place this publication in the hands of people that he wished to inform and to interest in speech-reading and in the work of "our school," as he was pleased to term it. He kept the magazine on his desk, showing it to his business and professional associates, took it to his doctor, in addition to placing copies in the hands of hard-of-hearing persons.

In the best sense, such a friend is not lost. The influence of such a mind and spirit will go on and on through the years to hearten and inspire each one who was privileged to come in contact with Mr. Baker's life. He won for himself great joy and satisfaction through the acquirement of this new power and gave to his world the splendid example of what a steady purpose, unremitting effort, and cheerful co-operation can accomplish.

Mr. Baker's whole life was one of devoted service for others. Such a life, crowned with the accomplishment that was his, has a message quite beyond his own circle of friends and associates. If "being dead he yet speaketh" to strengthen the purpose and cheer the spirit of many others elsewhere who with dulled or deadened hearing are hesitating over their own ability to become victors in this matter of speech-reading, then this tribute will have compassed its twofold aim of acknowledging the great debt of those who were privileged to know him personally and of pointing the way to others.

#### WHY NOT WIN A PRIZE?

To stimulate interest in the cause of lip-reading, Mrs. John E. D. Trask, of the San Francisco School of Lip-Reading, announces a prize contest.

Prizes will be awarded to contestants submitting the best, second best, and third best testimonials to the value of lip-reading in the form of story or playlet.

It is stipulated that only persons who are partially or totally deaf may compete:

The rules follow:

1. The story or playlet must be a strong testimonial to the value of lip-reading.
2. Its length must be 4,000 words or less.
3. It must be typewritten on one side of the paper.
4. It must be received at the Volta Bureau on or before October 15, 1921.
5. No name must be attached, but the paper must be signed by a *nom de plume* or "key." The author's name and address must accompany the MSS. in a sealed envelope bearing the *nom de plume* or "key."
6. The hearing of all contestants must be below normal.
7. No paper will be returned.
8. *THE VOLTA REVIEW* may publish any or all papers submitted.

*Prizes.*—First prize, \$25.00; second prize, \$15.00; third prize, \$10.00.

*Judges.*—Mrs. Edward B. Nitchie and Miss Rose Kinzie have kindly consented to assist Mrs. Trask in judging the papers.

## THE PHYSICS OF SPEECH \*

By E. W. SCRIPTURE, Ph. D., M. D.†

IF THE back of the hand is held in front of the mouth while the word "hippopotamus" is spoken slowly, a breath of air will be felt at the start while *h* is spoken. A little later there is a pause, followed by a sharp puff, for the *pp*; a similar pause, ending in a puff, is felt for the next *p*, and again for the *t*. A breath of air is felt for *s*. Speech, then, as it issues from the mouth, comprises some disturbance of the air; some of its elements are breaths, puffs, and pauses.

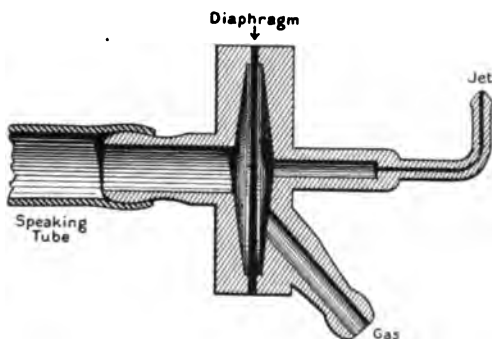


FIG. 1. KOENIG'S GAS CAPSULE

The gas capsule of Koenig (figure 1) is a metal box comprising two halves separated by a rubber membrane. Gas is brought to one side, whence it issues in a fine jet and burns as a flame. The rubber membrane keeps it from passing to the other side. This other side has a large opening attached to a speaking-tube.

A sudden puff into the speaking-tube blows the flame up momentarily, because the air pressure moves the membrane and drives out some of the gas. When

\* This is the ninth of a series of articles on the "Mechanism of Speech," by Professor Scripture, late of Yale University, now of London and Hamburg.

† Author of "Elements of Experimental Phonetics," "The Study of Speech Curves," "Stuttering and Lispings," etc.



FIG. 2. GAS CAPSULE IN USE WITH A REVOLVING MIRROR

a person speaks or sings into the tube, the flame can be seen to jump up and down rapidly. Such rapid movements are termed vibrations.

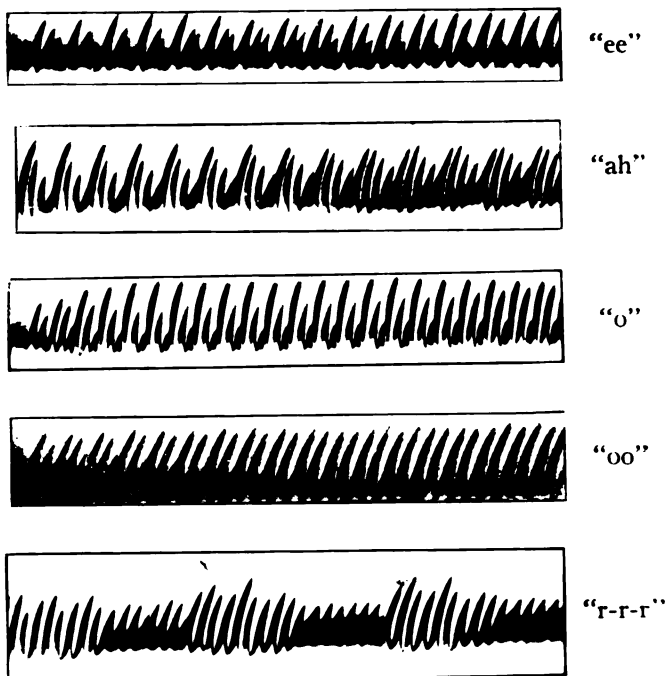


FIG. 3. PHOTOGRAPHS OF FLAME FIGURES.  
BY NICHOLS AND MERRITT

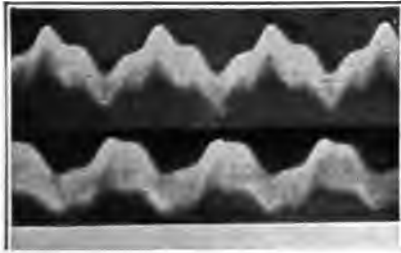


FIG. 4. FLAME FIGURES OF SOUNDS, BY BROWN  
Courtesy of Macmillan Co., "The Science of Musical Sounds," Miller.

When the flame is observed in a revolving mirror, as in figure 2, it appears as a band of light. When a person speaks into the capsule, the band is broken up into fine flames. These are different for different sounds. Flame figures have been photographed by Nichols and Meritt, of Cornell University. Some flame figures, taken directly from their original films, are shown in figure 3.

The flames occur in groups that are often quite complicated. The different vowels have different group forms. The group form changes even in a fragment from a single vowel. For example, at the left of the piece of film for *e* in "pre" in the first line of figure 3, a high flame is followed by one not so high, and this very closely by one or more smaller flames. Toward the end of the fragment the second flame has become as high as the first, while the smaller ones have almost disappeared. This is an illustration of the fundamental fact that vowel sounds are never constant, even for a short time; they change continually from beginning to end. The last line of figure 3 shows regions of alternately high and small *e* waves; this is a record of the

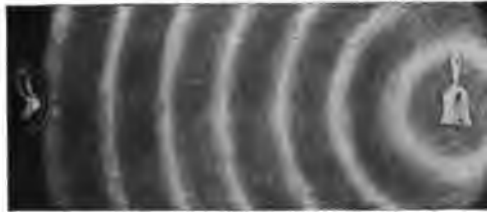


FIG. 6.

rolled, or trilled, *r* produced by flapping the tongue.

Owing to the indefinite edges of these flames, they are not adapted to accurate study. Flames with sharp edges have been produced and photographed by Brown (figure 4).

The details of the vibrations in speech were first accurately studied by Hermann and Hensen. In Hermann's apparatus the speech was conducted to a glass diaphragm which moved a small amplifying lever. The lever carried a mirror, from which a beam of light was reflected. Whenever the diaphragm moved, the beam of light repeated the movement in great enlargement. The movement could be seen in a revolving mirror or photographed on a moving film. A recent apparatus on a slightly different principle is the phonodeik of Professor Miller, of Cleveland, Ohio. Some of the vibrations taken by his apparatus are shown in figure 5.

Upward movement of the diaphragm means that the air in front of it is compressed; downward movement, that it is rarefied. The curves show that the vibrations in speech consist of waves of condensation and rarefaction of the air.

When a bell is sounded, its vibrations are transmitted through the air as waves

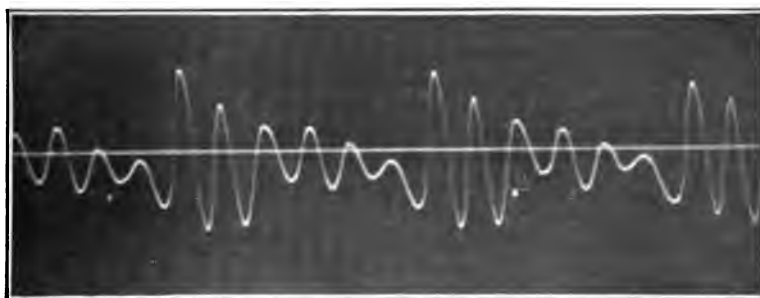


FIG. 5. RECORD OF A VOWEL VIBRATION, BY MILLER  
Courtesy of Macmillan Co., "The Science of Musical Sounds," Miller.



of condensation and rarefaction (figure 6). The vibrations of speech are transmitted likewise. The vibrations of the air in the mouth for vowels and similar sounds pass directly unheard in the surrounding air. The breaths, rushes, and puffs, however, pass to the ear only in the form of irregular agitations of the air representing the noises made by them. For example, a rush of air can be felt for *f* directly in front of the mouth, but it is dispersed quickly. The irregular agitations of the air caused by the rush of air are, however, transmitted outward in all directions. When these irregular agita-

tions reach the ear, they are heard as *f*. The ear knows nothing of the rush of breath itself. The *f* from a phonograph is just as true an *f* as one from the mouth, simply because it produces the same agitations. The hand does not feel these agitations; for the hand the phonograph has no *f*.

Summing up, we may say that speech as it issues from the mouth consists of breaths, rushes, puffs, vibrations, agitations, and pauses. As it passes through the air only the vibrations, agitations, and pauses are transmitted.

## THE LIP-READING TOURNAMENT AT THE NEW YORK LEAGUE

REPORTED BY ESTELLE E. SAMUELSON

VARIOUS MEANS have been employed in efforts to give greater publicity to the art of lip-reading so that all deafened people may be benefited by acquiring it and the hearing public be given a better understanding of its value. A new method in the form of a sporting event was tried recently by the New York League for the Hard of Hearing. What a great success this first tournament was! The Jersey City League for the Hard of Hearing, the Nitchie School of Lip-Reading, Public Evening Schools No. 32 and No. 93, Manhattan, and No. 15, Brooklyn, sent teams. With them came their colleagues and friends to "root." Each one wore his school colors. The league assembly-room was crowded to capacity. The teams were lined up on the platform opposite the judges, and then the fun began. How they did work! What fighters they were! Some one remarked, "Letter-perfect lip-readers are very good fighters!" Each one held his own. Sentence upon sentence was fired, but one could not down them. The material prepared was exhausted before the captains of the two teams which tied fought it out. They were Miss Martha G. Evans for the Jersey City team and Miss Lillian Dwidie for the Brooklyn team. The Jersey City team won after a strenuous battle. Miss Walker, the chairman of the Educational Department, had

retired to another room and prepared additional material.

Next came the individual contest. This contest was originally limited to twenty-five, but it was apparent before the team contest was half over that the entries would have to be opened to others who had at the last moment gathered courage to compete. The inspiration was so great, the atmosphere so intoxicating, no lip-reader could resist. This contest was fought with equal vim. Again Miss Martha G. Evans, of Jersey City, won after having tied with Miss Charlotte Paradis, of Brooklyn.

One contestant said, "Winners or losers, we all enjoyed it immensely and shall look forward eagerly to the next one." Each judge said, "I wouldn't have missed it for anything. Such wonderful lip-reading; it was a revelation and inspiration to me." The New York League says, "Thank you, dear contestants, and three cheers for each one of you. Your enthusiasm, your abilities, were expended in a worthy cause. No greater encouragement or inspiration has ever been given to would-be lip-readers. More than that, you have taught a large public the possibilities of lip-reading."

Lack of space prevents THE VOLTA REVIEW from publishing all of the material used in the tournament, but a portion follows:

## INFORMATION FOR JUDGES

The tournament will begin at 8. Each school has been asked to send a team of three, including a captain. Teams will wear school colors. The team contest will consist of conversational sentences. A sentence will be given to each team, to be repeated by any member of the team. In case of failure, captains will be given an opportunity to give the sentence. A sentence correctly repeated will score one point in favor of that team. The contest will consist of at least ten tests for each team. The team scoring the greatest number of tests wins the contest. In case of a tie, a contest will be given the captains of the two teams.

## INDIVIDUAL CONTEST

Contestants will be numbered. A description will be read twice before the assembled group. Questions will follow. Several questions will be given each contestant. The contestant scoring the greatest number of points by answering correctly the largest number of questions wins the contest.

## PRIZES

The Porter cup, the gift of Mrs. N. Todd Porter, Jr., will be awarded to the team winning two annual contests out of three. The winner of the 1921 contest will receive a banner. The winner of the individual contest will receive a prize, the gift of Mrs. J. C. Thompson.

## SPECIMEN OF SENTENCES USED IN THE CONTEST

1. I'll meet you at the subway station at half after four.
2. Do you enjoy the movies?
3. Can you operate the typewriter?
4. Are you going to the card party this evening?
5. We have had an unusually mild winter.
6. Can I reach you by telephone?
7. Please close the windows in the library.
8. He is the oldest boy in the family.
9. I am very fond of the old-fashioned garden flowers.
10. How old is your sister?
11. I expect to spend the summer in the mountains.

12. I can't understand a thing he says.
13. What an interesting lecture that was!
14. You ought to be a member of the league.
15. Could you understand what the minister said?
16. Do you think it will rain?
17. I wish I could help you.
18. When are you going home?
19. I don't know what they are talking about.
20. It's a poor rule that won't work both ways.

## SENTENCES USED AFTER THE TESTANTS "TIED"

1. There's many a slip 'twixt the cup and the lip.
2. How much did he leave to his granddaughter?
3. She has an unusual amount of common sense.
4. Would you like oyster soup for dinner?
5. I sail for Italy on the second of June.
6. Can you paddle a canoe?
7. Please light the lamp.
8. She seems to be very down in the mouth this morning.
9. We shall call upon you for a contribution.
10. He saved a thousand dollars out of a small salary.
11. Have you paid your dues?
12. That woman has more nerve than any one I know.
13. Who were the chief speakers of the evening?
14. Have you ever lived in Canada?
15. What is the capital of China?
16. It is not an easy thing to read the lips.
17. I will see what I can do to help you.
18. How many will you be responsible for?
19. Father telephoned that he would be late for dinner.
20. They refused to give me the information.

## INDIVIDUAL CONTEST

The library that I am going to describe to you is in a house on Fifth Avenue. It is a large room, 23 feet wide and 30 feet

long. There are six windows in the room, two on the south, three on the west, and a long French window on the north that opens on a balcony. The walls of the room are done in dull yellow. The draperies are yellow with a dull-blue figure. There is a large fireplace with a handsomely carved wood mantelpiece. Above the mantelpiece there is an oil painting done by a modern French artist. A fire is burning on the hearth and a large St. Bernard dog lies before it. Seven book-cases line the walls of the room. One book-case contains nothing but books of poetry. The floor is covered with rare oriental rugs. In the center of the room stands a handsomely carved table with a reading lamp on it. There is an old grandfather's clock in one corner.

1. What kind of room have I been describing?
2. Where is it?
3. How long is it?
4. Is it more than 20 feet wide?
5. How many windows are in the room?
6. How many windows are on the west side?
7. Is the window on the north side like the other windows?

8. What kind of window is it?
9. What does it open upon?
10. What is the color of the walls?
11. What is the color of the draperies?
12. Of what material is the mantelpiece?
13. What hangs above the mantelpiece?
14. By whom was it painted?
15. What kind of day is it?
16. How do you know?
17. Is there anything alive in the room?
18. What?
19. Where is the dog lying?
20. How many book-cases are in the room?
21. What is one book-case filled with?
22. What kind of rugs are on the floor?
23. What stands in the center of the room?
24. What is on the table?
25. What kind of timepiece is in the room?

EDITOR'S NOTE.—Doubtless the New York League for the Hard of Hearing will be glad to furnish further details to organizations which desire to hold tournaments.

## SCHOOLS FOR THE DEAF IN URUGUAY

EDITOR VOLTA REVIEW:

I SPENT the 13th at the school for deaf girls in Montevideo and the 14th at the school for boys. The Instituto Nacional de Uruguay de Sordo-Mudas is located at Moreno 24, Montevideo, and is in charge of Señora Ann Bruzzone de Scarone, directora, and has been under her direction since it was opened, in 1904.

Señora Bruzzone de Scarone is a graduate of the training class conducted by Señora Madrazo, of the Buenos Aires school for deaf girls, and she endeavors, so far as her means will permit, to duplicate in Montevideo the excellent conditions that exist in the girls' school in Buenos Aires.

Until last November (1920) the Uruguayan school was for both sexes and had an attendance of about seventy-five.

There are now two schools in separate locations. The attendance today in the school for girls is 42 and in the school for boys 45.

In dividing the school the teaching force was also divided, four teachers being assigned to each.

Partly because of the small numbers that at present apply for admission and partly for lack of space, a new class is only admitted once in two years. There are but four classes at present in each of the schools. It is the plan to add teachers from time to time and to extend the course till it includes at least eight grades and perhaps an introductory year.

While theoretically pupils are admitted at six years of age, the admission of new pupils only once in two years results in a somewhat high age in the entering classes.

In the girls' school many of the first-year class were ten and twelve years of age.

All these South American schools have very pleasant buildings, low and extended, never more than two stories high and usually only one, with ample gardens filled with trees, shrubs, and flowers.

At the school for girls there is room not only for additional buildings which they already need, but the foundations now exist for the next structure to be erected as soon as the government can be persuaded to appropriate the money.

I need scarcely say that the pure oral method is exclusively employed in both these schools.

During my inspection of the school for girls I was accompanied by the government "technical inspector of primary and normal instruction," Sr. Emilio Fournie, a very intelligent and kindly man, who is thoroughly interested in making successful the education of the deaf in Uruguay. He also met me on the following day at the school for boys and examined that with me.

At the girls' school I had the pleasure of meeting the school physician, Dr. Felipe Puig, who handles his duties very conscientiously and well.

The industries taught the girls will eventually be the same as those in Buenos Aires, though at present only a portion can be provided. They now have special instructors in shoe uppers, sewing, ironing, artificial flowers, drawing, and physical education.

At the end of my visit we were conducted to the private dining-room of the directress, and delicious refreshments were served. We were given some of the artificial flowers made by the pupils and a big bunch of real flowers from the garden. We carried away with us exceedingly pleasant and favorable impressions not only of the educational conditions, but also of the happiness and welfare of the pupils whose faces and manner showed that they were contented and well cared for.

On my arrival at the Instituto Nacional Para Ninos Sordo-Mudos, the school for deaf boys of Uruguay, 112 Calle 8 de Octubre, Montevideo, on April 14, I found a big United States flag draped above the entrance to the school building, which sits back from the street in an at-



SR. FOURNIE, SRA. SCARONE, DR. PUIG

tractive garden. After a few minutes of conversation in the office of the director (during which I had need of all the Spanish I possess and more) I was conducted to the dining-room, where I found the entire 45 boys assembled, half of them with small United States flags and the other half with Uruguayan flags. At a signal from the director they waved them high above their heads and gave a shout that nearly raised the roof.

A photographer and a reporter from each of the principal papers of Montevideo was present, and later, in the garden, pictures were taken that appeared with notices in the papers of the following day.

The director of the school for boys, Sr. Augustin Oscar Scarone, is the brother of the husband of the directress of the school for girls. He also was trained for the work by Señora Madrazo, of the Buenos Aires school.



DR. AUGUSTIN SCARONE

Director, School for Deaf Boys, Montevideo,  
Uruguay

The teaching force consists of four teachers of the educational classes and seven teachers of industries. These are carpentry, bookbinding, metal-working, tailoring, basket-making, modeling, wood-carving, drawing and painting, and last, but by no means least, gardening. The school is fortunate in having considerable ground for the raising of vegetables and fruits, and by this means accomplishes the double result of lowering the cost of maintenance and of teaching the boys a very useful employment.

I was particularly struck with the very clever work I saw in the modeling studio, and much interested to learn that, the instructor being ill at present, entire charge of the class had been taken by one of the boys, Placido Diaz, fifteen years of age and four years in school. Not only has this boy very exceptional talent

for modeling from life, but he has also special teaching ability, a combination that is rare. The director told me that the boy showed even greater intelligence in adapting the subjects to the ability of the pupils than the regular instructor, and also had more patience and sympathy with the boys in their crude efforts. Next year the director plans to make the boy an assistant instructor, with a salary. The giving of this responsibility to the boy has entirely changed his behavior. Formerly he had been wild and troublesome. Now he is a model of obedience and trustworthiness. If the boy lives and has a chance to develop the genius he undoubtedly possesses, I prophesy he will make a name for himself as a sculptor. When, somewhat later, I reached his class-room, I found the blackboard principally occupied by two flags done in colored crayons, one of the United States,



FOUR BROTHERS. TWO MORE AT HOME, ALL DEAF.  
PARENTS WERE UNCLE AND NIECE

the other of Uruguay, and when I asked who had made them Placido was pointed out.

In this most advanced class of which Placido is a member, the boys were most eager to ask questions about the Norte Americanos and our great country. They were much impressed when I told them it took 22 days and nights on a fast ship to get from Montevideo to New York, and five days on a train that went almost twice as fast as the ship to get from New York to Santa Barbara, where my little Jack and Anna are.

As it is impossible to make an adjective from United States, we must of necessity use the title American. The people of Canada and Mexico are also Americans, but as they can have a perfectly good descriptive adjective of their own, Canadian and Mexican, they should not object to our monopoly of the word American. But these people down here are also Americans, and so they call the subjects of Uncle Sam, Norte Americanos, to the exclusion of the other peoples of North America.

The conditions both of instruction and of living in the school seemed to me ex-

cellent. The four teachers and the director are all young and vigorous and enthusiastic, the boys looked happy and well fed, and as most of them come from poor families, they are better cared for at school than at home. Every part of the establishment was clean, light, and airy. There is already need for more room, but I have no doubt that the inspector, Sr. Fournie, who was again on hand, will give his cordial co-operation to the efforts of Sr. Scarone to obtain additional buildings in his ample grounds.

In every case that has come to my knowledge the schools for the deaf in South America occupy rented quarters, and in every case the management is striving to have the government buy the property.

Once more at the end of my visit refreshments were served and we were presented with flowers from the garden. One boy presented me with a card tray he had made, decorated with our flag. They also gave me some very exceptional work that the pupils have done in painting and drawing.

Yours sincerely,

JOHN D. WRIGHT.

## STANDING IN SLIPPERY PLACES—AND ON A BLUFF

By JOHN A. FERRALL

WHAT IS DEAFNESS, anyway? Probably most of us, especially those who are what is termed "deaf," think of the expression as conveying an idea of something lacking or deficient in the sense of hearing. All well and good. But the thing that brings our gray hairs in sorrow to the grave is the occasional meeting with one of those persons who still holds to what is said to be the original Anglo-Saxon interpretation of the term, the word "deaf" being assumed to imply dullness in any sense or in the mind—and particularly the latter.

Now, it is something of an inconvenience to be deaf, I imagine, taking the term to mean an impairment of the hearing; but whatever inconvenience there is becomes a very trifling thing indeed when compared to the exquisite torture occasioned by the tacit implication that deafness is a form of mental affliction.

At the movies or in the illustrated supplements of the newspapers one sees a picture of a man mowing a lawn, let us say. Beneath the picture is the legend: "Deaf man mowing a lawn." The natural inference, at least for us sensitive deaf folks, is that the picture implies that it is rather astonishing that a man so handicapped should be capable of the intellectual display involved in such an operation. The legend doesn't say this in so many words, of course, but—well, you know there was a man who met an old darky of his acquaintance on the street one cold and stormy night.

"Pretty bad night for you to be out. Uncle Mose," he said. "I should think a night like this would be bad for your rheumatism."

"Well, suh," replied Uncle Mose, "I'm jest a-follerin' the doctor's orders."

"What! Do you mean to tell me your

doctor told you to come out on such a night as this?"

"No, suh, not in jest them words," explained Uncle Mose, "but he done tole me I needed chicken."

So, while the legends accompanying these pictures do not come right out in the open and assert that it is astonishing that a deaf man should have sufficient intelligence to be able to mow a lawn, we'd be even less intelligent than folks assume if we failed to grasp the natural inference. And still there are people who wonder why the deaf are sometimes irritable! The really astonishing thing to me is that our jails are not filled with deaf persons awaiting trial for manslaughter. There have been times in my own life (and the patience and forbearance of the Irish are proverbial) when I could cheerfully have taken a club and reduced some fellow-citizen to a fine powder!

And, anyway, these hearing folks are not always so all-fired smart as they think themselves. Maybe when we come right down to a scientific discussion and examination of this question of intellectual ability, we'll sometimes find the shoe on the other foot, as it were. For example: The other day I happened to notice in a store window a placard announcing the sale of a well-known make of men's negligée shirts at 75 cents each. The usual price is \$2.00. I entered the store and asked whether by any chance they happened to have my size, 17, in the lot. They had. In fact, they had nothing but that size. That was the reason for the low price.

I selected four of them and was handing them to the salesman when the manager came along. He took the shirts from me, and when about to give them to the bundle wrapper a brilliant thought struck him. He picked up a pad of paper and wrote: "If you'll take half a dozen, I'll put them in at 50 cents each."

I looked at him to see if he was joking. He was absolutely serious. So I selected two more garments and paid him \$3.00 for the six—at the rate of 50 cents each. The arrangement suited me very well, naturally, since I had already selected four at the original price of 75 cents each—a total of \$3.00—so that by his



—Saul N. Kessler

"WHY, HE'S THE BRAINIEST DOG I EVER RAISED!"

special offer the manager really made me a present of two extra shirts. Let us hope that this viewpoint of the matter has never occurred to him, or, if it has, that the occurring took place in the presence of totally deaf persons only, for I am rather afraid that under the circumstances his language might be unsuitable for hearing ears!

When he is not busy with his drawing-board, Saul N. Kessler has a story he delights in telling his friends. It concerns a man who sold a dog to one of his neighbors. The following day the purchaser was back with a complaint.

"Mister," he said, "this dog you sold me is deaf and dumb."

"Young man," said the former owner of the dog, solemnly, "that dog may be *deaf*, but don't you ever believe he's *dumb*. Why, he's the brainiest dog I ever raised!"

Comparisons are odious, of course; but while Mr. Kessler is silent on the subject, I feel satisfied that he has no intention of slandering the dog, which is a noble brute. It's just another of those implications. Besides, deaf people are smart. Why, only today I've read of a deaf man so smart that whenever he buys himself a hat he selects one that looks like every-

body else's, so that if it blows off his head somebody else will always chase it for him!

And just a week ago a friend was telling me, and he says it's an old story, how it happens that so many deaf people are employed in the great rubber industries of the Middle West. He says that in the early days of the industry a fire broke out in one of the factories and a hearing employee was cut off from escape in the seventh story. They could not get the fire-ladders up to him, and the only hope of rescue was for him to jump from the window and trust to being caught in the nets stretched below by the firemen. Probably with the idea of breaking his fall, this man wrapped himself in several rubber coats, and donned rubber boots and a rubber cap before jumping. The outfit broke his fall, all right. He landed on the stone sidewalk just outside the net and rebounded high in the air. Worse than that, he continued to bounce up and down for seventeen days, when the police had to shoot him to keep him from starving to death. The thing caused something of a scandal, of course, and from that time on the rubber industries have been employing as many deaf people as possible, figuring that their keener intuition and superior intelligence will insure them against such an experience as befell the unfortunate man of whom I have just told.

Of course, the story does sound a little improbable, but then truth is usually stranger than fiction! And, as far as the smartness of deaf people is concerned, my own mother, who certainly cannot be accused of prejudice, is firm in her statement that I am the smartest child she ever raised—as well as the only one. Sometimes, too, when I think of all the things I know, even though most of them are not so, it rather frightens me. I find myself questioning whether there is room in my head for anything more—and there are so many things that I want to add to my mental junk shop in the next hundred years or so.

A rather curious angle to our resentment of any implication that deafness is a mental affliction is found in the fact that we seldom practise what we preach—

being human beings, first of all, and deaf folks afterwards. When it comes to an actual demonstration, we seem to prefer to have our blunders attributed to stupidity rather than to deafness. Else why do we bluff so continuously? The famous old story of the three deaf Grecians finds parallels in our lives almost daily. This story, according to the *Topeka Capital*, runs:

"In ancient Greece there lived a learned judge who was very deaf. Before him one day there appeared two litigants, who also were very deaf. There being no attorneys to impede and retard justice in those days, the judge invited the plaintiff to state his case.

"The plaintiff arose. 'This man,' he said, pointing to the defendant, 'is a tenant in my property. He hasn't paid any rent for a long time, and refuses to do so. I ask your honor for a decree which will enable me to collect what is due me.'

"The plaintiff, having finished, sat down. The judge motioned for the defendant to stand and tell his side of the story. The defendant said: 'I do not own the dog. I am sorry he bit the gentleman, but he doesn't belong to me, and I do not feel that I should be held responsible for the damage he inflicted.'

"The defendant then sat down, and the judge drew his robe a little more closely about him. 'To forget the ties of blood,' he observed, sternly, 'is exceedingly reprehensible. She is your mother and you must support her.'"

Absurd? Perhaps. And if our sense of humor happens to be a little blunted we feel more or less hurt at the very circulation of such a story. Yet in our daily lives, thanks to our continuous bluffing, we furnish the basis for just such stories. No wonder our intelligence is sometimes questioned! Verily, the deaf stand in slippery places—on a "bluff"! If we tumble now and then, it should not be difficult to fix the blame properly. We preach the desirability of according the deaf full credit for intelligence, and then we so conduct ourselves in our daily intercourse with hearing folks as to give a clear impression that we much prefer to have our blunders ascribed to stupidity rather than to deafness. This bluffing is



an ostrich trick, anyway, and never fools anybody—except ourselves. And what is there about deafness to be ashamed of? It's just one of those things no fellow can find out, apparently. It makes me sympathize with a certain bishop who was giving a talk before a Sunday school. When he had finished, he turned to the class and said:

"Now, does any little boy or any little girl wish to ask a question?"

There was a short silence. Then a boy stood up.

"Please, sir," he said, "why did the angels walk up and down Jacob's ladder when they had wings and could fly?"

The bishop hesitated for a moment.

"Oh, ahem!" he said. "I see."

Then he turned once more to the class.

"And now," he said, "does any little boy or any little girl wish to answer Willie's question?"

## THE DEATH OF DR. VICTOR URBANTSCHITSCH, JUNE 17, 1921

Translation, by Louise I. Morgenstern, of a report of the *Vene Freie Presse*, Vienna

**A**GAIN one of the ablest representatives of medical science, who made his name at the zenith of the greatness of Vienna's medical schools, has been called away by death. It is hardly a year since we bewailed the loss of Professor Politzer, the "father of otology," and today we learn the sad news that also his successor, Victor Urbantschitsch, is gone. He was in ill health for more than two years; the news of his death does not, therefore, come as a surprise, but is none the less a shock.

A high-minded, kindly man, honored and loved by all, a true friend and a well-meaning soul has been taken away from us. With his death otology sustains an irreparable loss.

Born in Vienna in 1847, Urbantschitsch was the type of the refined Viennese Patrician. Except for short interruption, he spent his entire life in the city of his birth. Three years after receiving his degree of doctor of medicine, in 1873, he was made chief of the otological department of the Polyclinic, a post which he held until 1907, when, at the retirement of Professor Politzer, he took over the ear clinic of the University of Vienna.

To enter upon the various advances Urbantschitsch made in the recognition and treatment of diseases of the ear is possible only in the space of a medical journal. One can speak here only in rough outlines of how much he accomplished for otology, how great were his services in the development of the study of lip-reading and the training of residual



DR. VICTOR URBANTSCHITSCH

hearing in the interest of those patients, who found in him not only the physician, but also a friend; the deaf and dumb, the incurably deafened. In this field Urbantschitsch blazed the trail; the methods inaugurated by him were authoritative in the development of modern instruction for the deaf.

## THE PRACTISE CLASS

TWO SUGGESTIONS ADAPTED AND RHYMED BY FRANCES SPALDING

### A SHAKESPEARIAN ROMANCE

1. Two lovers to us appear,  
Whoever names them, stand up here.
2. What sort of courtship had these two?  
Pray take your choice, 'tis up to you.
3. What answer gave beyond dispute  
The lover leave to press his suit
4. He placed a ring upon her hand,  
Of whom did he buy the golden band?
5. What time of month, what time of  
day,  
Was the marriage consummated,  
pray?
6. Ushers twain precede the pair—  
Can some one tell me who they are?
7. Married and gone, where did they  
live?  
What sort of answer can you give?
8. Of all the friends who gathered there,  
Who gave the reception to the pair?
9. Who was best man, the groom beside?  
Who maid of honor to the bride?
10. What was the cause of a falling out?  
Pray tell us what 'twas all about.
11. What occupation's the chief in life  
For him who marries a shrewish  
wife?
12. They gave each other tit for tat,  
What always happens in such a spat?
13. What famous man of ancient Rome  
Was able to quiet the restless home?
14. The friends and neighbors all had  
their say—  
Can you tell their judgment without  
delay?

### QUESTIONS

1. Who are the lovers?  
Romeo and Juliet.
2. What was their courtship like?  
A Midsummer Night's Dream.
3. What was the answer to his proposal?  
As You Like It.
4. Of whom did he buy the ring?  
The Merchant of Venice.
5. What time of month were they mar-  
ried?  
Twelfth Night.
6. Who were the ushers?  
Two Gentlemen of Verona.

7. In what kind of a place did they live?  
Hamlet.
8. Who gave the reception to the bride?  
The Merry Wives of Windsor.
9. Who was best man and who maid of  
honor?  
Anthony and Cleopatra.
10. What was their first quarrel?  
Much Ado About Nothing.
11. What was his chief occupation after  
marriage?  
Taming of the Shrew.
12. What did they give each other?  
Measure for Measure.
13. What Emperor reconciled them?  
Julius Cæsar.
14. What did their friends say?  
All's Well That Ends Well.

### EVERY ANSWER IS THE NAME OF A MAN OF LETTERS

1. In northern countries, I have read—  
This covering warm is worn on the  
head. Hood.
2. On bended knee the pilgrims go  
To kiss his venerable toe. Pope.
3. A name which means such fiery  
things,  
I can't describe their pains and stings.  
Burns.
4. When Holy Church to priesthood  
calls,  
He lives in monastery's sacred halls.  
Abbot.
5. Put an edible grain 'twixt an ant and  
a bee  
And a much loved poet you will see.  
Bryant.
6. Each living head, in time, 'tis said,  
Will turn to him, though he be dead.  
Gray.
7. An animal good, and useful, too,  
And something that it cannot do.  
Cowper.
8. In precious metals he works all day,  
To sell to those who are able to pay.  
Goldsmith.
9. When I stub my toe and drop my  
glasses,  
'Tis his name my lips so hurriedly  
passes. Dickens.

- |   |  |
|---|--|
| <p>10. A wonderful tree, with blossoms white,<br/>And sweet as the stories this man did write. Hawthorne.</p> <p>11. When cooked with eggs this kind of meat<br/>Makes a breakfast food that can't be beat. Bacon.</p> <p>12. His middle name suggests the close<br/>Of the war his first name did impose.<br/>Wm. Makepeace Thackeray.</p> | <p>13. The dwelling places of civilized man<br/>Have been so called since the world began. Holmes.</p> <p>14. Over the land and under the sea,<br/>It carries the message from you to me. Cable.</p> <p>15. Lovers and burglars laugh while they say<br/>"Nothing like that can hold us a day."<br/>Locke.</p> |
|---|--|

### THE ANNUAL CONTEST OF THE SAN FRANCISCO SCHOOL OF LIP-READING

THE ANNUAL CONTEST for the school cup and the commencement exercises of the San Francisco School of Lip-Reading took place on Saturday, the 21st of May, at three p. m.

Thirty-six pupils of the school competed for the cup before an interested audience of their friends.

Miss Carolyn A. Donworth defended the championship and won the cup outright, blue, red, and yellow ribbons being given as first, second, and third prizes.

All the pupils did well. The misspoken proverbs and the flags were understood by nearly all, but the "Hidden Cities" resembled those of ancient Egypt, which are buried from view! Many pupils understood and wrote what was said, but could not guess the city!

Nearly all of the pupils showed that they had understood the dialogue called "Fellow Travelers," by Mr. Nitchie, which appeared in THE VOLTA REVIEW for April, 1913.

There was no pause in the dialogue to allow any notes to be taken by the pupils. It was given twice with the position of the participants reversed. This was necessary on account of the size of the audience, in order that those seated at the sides should be at no disadvantage.

Following the contest diplomas of the Nitchie School of Lip-Reading of New York were awarded to Miss Laura Sartori, of San Rafael, California, and to Miss Virginia Buckmaster, of Montana,

normal graduates of Mrs. Trask's during the spring term. The diplomas were tied with pink ribbon and tiny Cecil Bruner roses with fern.

A reception and refreshments concluded the entertainment.

#### I

#### FLAGS

(Write name of country)

#### 1. United States Flag:

This flag is called the Stars and Stripes; its colors are red, white, and blue. The first one was made in Philadelphia by Betsy Ross and had only thirteen stars instead of forty-eight, as it has today.

#### 2. English Flag:

This flag belongs to a very great and very rich country, which is governed by a monarch; its colors are red, white, and blue and it is known as the Union Jack. It waves over more territory than any other flag in the world.

#### 3. French Flag:

This flag belongs to a very beautiful and very patriotic country; its colors are blue, white, and red; it is called the *tricolor*. It has always been very popular in this country.

## 4. Belgian Flag:

This flag waves over a small but prosperous country, ruled over by a very brave and unselfish king. Its colors are yellow, red, and black. It is honored and loved wherever it is seen.

## 5. Japanese Flag:

This flag belongs to one of our Allies in the World War. It waves over a small island country in the Pacific Ocean, which is very thickly populated. Its colors are red and white.

## 6. Chinese Flag:

This flag waves over a large and very thickly populated country in Asia. It is a very, very old country. This flag has a yellow ground with a large red dragon in the center.

## II

## MISSPOKEN PROVERBS

## (Verbatim)

1. An old broom sweeps clean.
2. Better never than late.
3. More haste more speed.
4. He laughs best who laughs first.
5. Fine feathers make poor birds.
6. Time and tide wait for everybody.
7. Make hay while the sun is away.
8. Honesty is the worst policy.
9. While there is hope there is life.
10. Spare the child and spoil the rod.
11. No bread is better than half a loaf.
12. A bird in the bush is worth two in the hand.

## III

## HIDDEN CITIES

## 1. Cork:

I met a man with a cork leg.

## 2. Portland:

The captain's orders were, "When we reach port, land all the passengers."

## 3. Providence:

Whatever happens, you must trust Providence, and do your best.

## 4. Pekin:

If you can't open the door, peek in through the keyhole.

## 5. Glasgow:

After ordering the pane of glass, go for some putty.

## 6. Andover:

The road winds up the hill and over the top.

## 7. Belfast:

Is the bell fast to the buoy?

## 8. Rome:

I love to roam in the fields in the early summer.

## 9. Winnipeg:

When I want to win, I peg away.

## 10. Marion:

What are they going to marry on—anything but love?

## 11. Brest:

Did you ever hear of the Irishman who was shot through the breast on a retreat?

## 12. Little Rock:

What did you try to hit with that little rock?

## IV

## DIALOGUE—"FELLOW TRAVELERS"

By Edward B. Nitchie

## HIS MISTAKE

He longed to find the road to fame,  
But not a highway bore that name.

He thought to glory there must be  
A level path that he could see;

But every road to which he came  
Possessed a terrifying name.

He never thought that fame might lurk  
Along the dreary path called Work.

He never thought to go and see  
What marked the road called Industry.

Because it seemed so rough and high,  
He passed the road to Service by.

Yet had he taken either way  
He might have come to fame some day.

—*Detroit Free Press.*

## THE GATES AJAR

By B. YORKSTONE HOGG

**D**EAF people should not give way to discouragement. It does no good and it hinders their being efficient. There is one way through which they can become almost hearing people again; that way is to study lip-reading. Lip-reading may not be easy. It is more than difficult, even to those who come by it more or less naturally; it is twice as difficult to those who are not naturally adapted to it. I find that lip-reading is a great aid to a deafened or hard-of-hearing person. I am not a lip-reader, nor do I pretend to be, but I *do* wish I were one.

When my deafness came I got some books and looked them over; but every one around me was educated and could easily write what was going on for me, and so I did not bother about the lip-reading, for it was much trouble; and as I have got a great many "mañana" habits from living in South and Central America and the West Indies, I put off the lip-movement till a more appropriate time. I was not going to exert myself with that thing, for it was hard at best, and friends were exceedingly accommodating, and I did not realize that I was taking advantage of them.

I seldom think of being deafened, for I have a great deal of work to do and have very little time to brood over the fact, but if I had more time to devote to thinking about it, I might become a good lip-reader, for I know several foreign languages and could deduct a great many things from mere guesswork. Sometimes I do resort to that guesswork to get me by in strange places, but when the person to whom I am talking cannot read or write, it is more than difficult to be a good guesser and not get fooled.

The necessity of learning to read the lips was brought to me forcefully a few weeks ago, when I went away out to Lake Okeechobee and did not take any one with me who could read or write. The man I wanted to see could neither read nor write, and here I was, trying to understand what he was saying, and not a person within ten miles who could read or write. I tell you I did some real guessing, but my guessing was not the

right kind, and so finally I had to give up guessing and set off to get some one who could read and write to act as an interpreter. This, of course, lost me time and money, in addition to causing a great deal of annoyance to the person who could not read and to myself as well. Had it been in China, or some other land where I could not hear and could not read the lips, I am sure it would have been more serious than it was, for in the good old United States of America most people can read and write, and we depend upon it, but in order to really enjoy what is going on even here, we should exert ourselves and try to master the task of lip-reading, for it will pay.

Frequently I have noticed two friends of mine talking through a pane of glass. The glass was very thick and the sound of the natural voice could not easily penetrate through it, but they understood each other. Lip-reading did the work. It will *always* do the work if properly learned; it will do part of the work, even if slovenly learned, and it will become one of the mainstays of the deafened and hard of hearing as time goes on, for it is but in its infancy, and within a decade or two I expect so much progress to be made in this wonderful science that men and women will no longer be seriously handicapped by being deafened.

I expect to see the work that was so ably aided by Dr. Alexander Graham Bell spread from town to town, until there will not be a village or hamlet wherein his memory is not honored and his praises sung, not only as the man who invented the telephone, one of the greatest boons to humanity, but as the man who, after inventing that wonderful instrument, set to work and invented the fastest boat in the world, and who helped to popularize the wonderful lip-movement for the deaf and hard of hearing. I expect to see monuments erected to the memory of the teachers and pioneers of this art. I expect to see many wonderful improvements in the lot of the deaf, and I am not going to be disappointed, for the American people are going to realize that in equity, justice, mercy, love, and

tolerance is a nation made great, and that only by helping those who are a little less fortunate than they are can they ever expect to enter the pearly gates, which are left ajar for those who would follow in the footsteps of him who spake unforgettable words by the Sea of Galilee.

### THE PATULOUS EUSTACHIAN TUBE

HAROLD HAYS, M. D., F. A. C. S., NEW YORK

The Eustachian tube is mainly responsible for interference with hearing, and the more that one is impressed with the fact that this little opening into the ear needs strict attention whenever the least symptom of deafness is complained of, the better off the large mass of people will be. As the hearing depends almost entirely upon the maintenance of proper air pressure in the middle ear, it can plainly be seen that interference with this pressure, due to derangement of the Eustachian tube, will cause permanent harm, unless rectified in the early stages. Alterations in pressure in the middle ear are usually due to stenosis of the Eustachian tube, which may be either temporary or permanent.

The patulous tube is one which we consider open at all times, but, because in a great many instances the proper muscular tone is not present, the tube does not close sufficiently to allow any air pressure whatsoever to be maintained in the middle ear. If the pressure behind the drum and in front of the drum were always the same, one would not have cause to worry; but, just because the tube is so wide open, increased pressure is exerted at various times, with the result that the drum is loosened from its attachment and the proper impressions of sound-waves are not transmitted from the foot-plate of the stapes to the inner ear.

One may ask at what times such a condition may arise. We have many times spoken of pocket-handkerchief deafness, a condition due to the improper blowing of the nose, which occurs both in adults and in children, but is more readily recognized in the former. If the tube is patulous and the muscular control is lacking,

forcibly blowing of the nose, particularly if it is held tightly by the handkerchief, will cause a general expansion of the drum, with a thickening sensation in the ears, followed by dulled hearing. A repetition of this procedure, time and time again, will result in deafness.

The patulous tube may be considered the normal tube. The patulous tube is more frequently found in children than in adults, and it is for that reason that care should be taken in the hygiene of the nose and throat in children, and that they should be taught at an early age how to blow their noses properly. We know of a number of people with patulous tubes whose ears are so extremely sensitive on this account that even such a small action upon the tube as yawning will cause a temporary diminished hearing. Such people become deafened. Sneezing or coughing or any other action causes a strong pull on the tubal muscles until they no longer allow of proper opening and closing of the tube.—*Medical Times*.

### WITH APOLOGIES TO VAN DYKE

Let me but live my life from day to day  
Amid the silence, at the desk or loom,  
In hushed market place or glittering room;  
Let me have faith to teach my heart to say,  
Whilst the world's sounds roll on their  
    'customed way,  
This, while it lasts—a blessing, not a doom.  
These quiet depths—let them have charms, not  
    gloom;  
Then can my life be lived in the right way.  
Then shall I find horizons not too small  
To prove me to the limit of my powers;  
Then shall I fill the laboring, joyous hours,  
And give my strength until night's shadows  
    fall,  
Till He, Who gently leads me to my rest,  
Shall lift the Veil, and show me it was best.  
JULIA E. JOHNSON.

### GIFTS TO THE VOLTA BUREAU

The reference library of the Volta Bureau has been presented with copies of the following text-books by the Escola De Sords-Muts "Vilajona," Barcelona, Spain:

La Paraula (Iniciacio A L'Ensenyament Oral Dels Sords-Muts).

La Paraula (Guia Per Al Primer Ensenyament Oral Dels Sords-Muts).

La Paraula (Registre metodic de Figures I Vocables).

From Mr. Alvin E. Pope: Nine bound volumes of the *Silent Worker*.

## HOW A DEAF CHILD WAS TAUGHT SPEECH-READING AND SPEECH \*

By MARY HILLIARD BICKLER

**F**OLLOWING are excerpts from letters written by the mother of a deaf child to a former teacher of deaf children, now residing in Texas, who proved to be a college chum of the deaf child's mother, and the teacher's replies:

AUGUST 20.

DEAR MRS. H.: I have been told of you through Dr. Simmett, of Kansas City, and am writing to find out if you would be willing to teach my little girl, who is deaf. She is only four years old and I hesitate to have her away from me; but my health at present is such that I feel it would be better for the child to be with some one who can care for her in a home, and at the same time give her the rudiments of such an education as we are anxious for her to have and as she is capable of receiving.

Dr. Simmett has suggested that I write you. In addition to being our family physician, he is a warm friend of ours and has taken a personal interest in the general welfare of our little girl. He has recommended you very highly and I would appreciate your writing me fully. I wish you to feel free to make any suggestions that might occur to you.

SEPTEMBER 1.

MY DEAR MARGARET: To think that I had lost track of you through all these years, and then to write you that formal business letter without even knowing to whom I was writing! I was much excited when I received your telegram, asking if I were "the Hebe Clemens of old varsity days."

Martin returned home last night, and we spent several hours discussing the matter, with the result that I am to take your little Mamie for a year and do just everything I can for her. Our little

Helen is a year older than Mamie, but I believe will be a world of help to her and to me, too, in teaching her.

SEPTEMBER 7.

DEAREST HEBE: You could never know what it has meant to me to have found you. Mr. Dale says I am a changed person, and, Hebe, I am. Your telegram and letter have meant more to me than all the change of climate and rest I could have.

When Dr. Simmett finally persuaded me that for Mamie's sake, as well as my own, I must find some one to take her, my worry and anxiety over giving her up were almost more than I could stand. Ever since we discovered she was deaf I have felt that she needed me even more than the other children did, and I did not think that there was any one anywhere that could do more for Mamie than I; but, Hebe, I have changed my mind. I am sending Mamie to you for you to do whatever you think best for her, and I feel contented in relying on your judgment. We do not know positively whether Mamie was born deaf. She had whooping-cough when she was five months old and it may have resulted from that. She has a little bit of hearing—enough to hear shrill sounds. We have had her examined by several specialists, and they have all told us that she is free from any trouble with adenoids or tonsils.

I was about to close this letter without telling you that, although Mamie has been the only child mentioned so far, I have three other dear ones—George, Charles, and Florence, aged eleven, nine, and seven, respectively. They are all very much excited over "Mamie's going off to school," as they put it, and they have been telling me all they will do for me, so that I shall not miss Mamie.

But, Hebe, do tell me how you ever came to take up this work of teaching the deaf and where you learned how to do it. I shall write you later when we expect to leave.

\* This valuable article appeared in THE VOLTA REVIEW, July to November, 1917. Its republication in pamphlet form for distribution among mothers and teachers of young deaf children is made possible by a recent gift—the William John III Memorial Fund.

SHERWOOD, *September 12.*

DEAR MARGEY: The last year I was at school, knowing that at the end of the year I would get a certificate to teach, I wrote to every county superintendent in the State and put in my application for a position. I had very encouraging letters from many of them, but they were unable to give me a definite answer before late spring. I had made up my mind to take the first position positively offered, which I was sure would be a country school at least 20 miles from a railroad. Before I received a definite answer from any of the superintendents, I met a young lady who was a teacher of the deaf, and she began telling me of her work. I became so interested that I made up my mind that after I had taught two years and saved up I was going off and study for that work. I talked it over with my newly acquired friend, and she advised me to borrow the money and begin the course the following fall.

I wrote to the training school immediately and found that if I passed the examination I could be admitted to the class for \$200. This was for board and room. The tuition of each member of the class was paid by an association called "The American Association to Promote the Teaching of Speech to the Deaf." The highly appreciated offer of the association was a real boon to me, and this association has likewise helped many others in similar circumstances. I decided to borrow the required amount and try the examination, which I felt reasonably certain I could pass, having had a first-class high-school education and two years at the university.

Much to my delight, I passed the examination, and on the 15th of September I started on my journey. And journey it was, as my destination was Northampton, Mass. I arrived there just at dusk, feeling very strange and very much alone. It was raining so hard that I took a carriage. I told the driver to take me to "Clarke School for the Deaf." I stepped out at the school with the same feeling that I had when I got off the train. My reception, however, by Miss Caroline Yale, the principal, was so cordial that it did not take long for this feeling of strangeness to wear off, and I

began one of the most pleasant and interesting, as well as profitable, years of my life.

The course of training which I took consisted of work in the following branches: History of the education of the deaf; visible speech—a study of the organic positions of speech sounds; phonetics as applied to the development of speech; theories and methods of education for the deaf; corrective methods in speech and language; anatomy and physiology of the ear, nose, and throat; observation in the school-room, and practise teaching.

There were ten young women from different parts of the United States in the class, besides a mother who was taking enough of the work to enable her to intelligently train her little deaf child of two and a half years until he was old enough to enter school.

After completing my course of a year's duration, I taught in one of the State schools until I was married. My teaching has been most interesting work to me, and I have always felt deeply grateful to my stranger friend for saving me from that country school twenty miles from a railroad.

Margey, while I think of it, have you ever obtained any literature from the Volta Bureau in Washington, D. C.? This is the bureau of information which the American Association to Promote the Teaching of Speech to the Deaf maintains in order to furnish valuable literature and general information free to parents of deaf children and to others interested for any reason in the deaf. If you have not seen any of this literature, I will write and request them to send you some.

SEPTEMBER 28.

MY DEAR MARGEY: You don't know how disappointed I was when I found you couldn't come with Mamie, for I know how much it would mean to you to see her surroundings. But you were wise to take the doctor's advice and not change climate at this time of year. Here's hoping you'll be able to come before many months.

Mr. Dale will have told you everything by the time this letter reaches you, but I



do want to tell you how Mamie has been getting along since her father left.

I had explained as best I could to her that her father was going home, and that she was to stay here with me, and she and Helen and I would have lots of fun together. She kissed Mr. Dale good-bye, and I held her up to the window to wave good-bye to him. Her eyes filled with tears, and after he was out of sight I took her on my lap and comforted her. Then we went out to the kitchen and found some goodies for a "tea party," and soon she and Helen were playing dolls as happily as could be wished. She has not cried for him once since and seems to understand perfectly that he has gone, and that she is to stay. When I unpacked her trunk, of which she is very proud, she helped me put her clothes into the dear little chifferobe which Mr. Dale bought for her. She knows just where each article belongs now, and she and Helen get a great deal of pleasure out of selecting their own clothes to wear each day.

Mr. Dale and Mamie arrived Sunday morning, and for the two days that Mr. Dale was here I was kept busy answering, as well as asking, questions. I explained to him just how I expected to begin Mamie's education, and he showed a deep interest in everything, especially the speech-work. Of course, he wants me to write you just every step as we progress, and, Margey, I shall try to do it as best I can.

I have ordered a little book from the Volta Bureau, "Formation and Development of English Sounds." Mr. Dale will tell you about it, and maybe it will help you to understand my letters better later on.

OCTOBER 4.

DEAR MARGEY: I had a good laugh when I received your letter about Mamie's curls. Why, indeed, I'll not braid them; they are too beautiful as they are, and then those curls are helping me out in lip-reading. When I finished curling them the first time, I turned Mamie around so she would be looking at me, and as I gave each curl a little pull I counted, "One, two, three, four, five, six." She smiled at me, so I knew she liked it. Every time since, when I have

curled her hair, I have counted. Curl No. 1 is the one with the ribbon tide to it. Last Tuesday when I finished curling I began to count, leaving out "one." I said, "Two, three, four," but she would let me go no further; she tugged at curl No. 1, and, turning my face so that I could see her lips, she made a movement very much like *w*; so I know now that she is beginning to observe my lips. We count everything from the buttons on her clothes to the bricks in the pavement—that is, I do the counting and she does the watching. You may not think it good table manners, but we count everything at the table. Mamie points to different things and I have to count. I avoid having peas, as I fear we should sit down to an endless meal.

Mr. Dale asked me not to make her hours of instruction too long. I haven't; they are only from 7 in the morning to 9 o'clock at night. You see, dear Margey, with a child only four years old, instruction must go on at every possible moment and whenever the proper time presents itself. I try to make a game of lip-reading out of everything we do during the day, for I believe she will gain more that way than by holding her down to certain things during certain hours. There are, however, exercises that must be gone over every day, and I keep these in mind and I see that they are done daily, although not always at the same time nor in the same place. Gymnastics of the arms, legs, head, hands, fingers, and tongue; breathing and babbling; the cultivation of sight and touch are a few of the exercises, and through it all lip-reading, lip-reading, lip-reading!

Thanks so much for sending the photographs. Mamie adores them, and has already learned to point to the right person when I say the different names. She sometimes confuses "Charles" and "George," but she will soon get them straight. "Florence," "Mother," "Father," and "Mamie" were easy for her.

OCTOBER 6.

MY DEAREST IEBE: Since my little girl left I have been spending so many sleepless nights. It is not because I miss her so much; I do miss her terribly, but knowing that she is with you overbal-

ances that. But, my dear Hebe, it is because I feel now that perhaps I could have been doing so much for Mamie the past two years, and I have let them go by without helping my little girl any in making easier the great task which she has begun. However, it was really ignorance on our part as to how the education of the deaf is started and carried on that kept Mr. Dale and me from helping Mamie as we should have done.

We were under the impression that there was nothing to be done until Mamie reached the school age, and we intended when that time came to find out which school we thought the best for her and send her there. We did not know of the Volta Bureau, but that was our own fault, for I am sure that if we had written to any school for the deaf, or to the Bureau of Education at Washington, for information concerning the deaf we would have been told of this praiseworthy institution; and I feel, after it is too late, that Mamie's own parents have not done their part.

OCTOBER 11.

DEAR MARGEY: Your letter which came this morning is quite pathetic and I am answering it right away, because I do not want you to worry any more about what you might have been doing for Mamie these last two years. *You have done a great deal for her* by making such a dear, sweet, lovable little trick out of her. She minds perfectly and her manners show she has had the training so essential to the deaf, as well as to hearing children. I must tell you that when you first wrote me, asking if I would take Mamie, I was undecided what to tell you, for I dreaded taking into our home a spoiled child. So few mothers of deaf children realize how much harm they do to their children by spoiling them, and I imagined Mamie was like the majority; but she certainly is not spoiled, and I can tell that at home she has been made to feel that she is just as much a part of the family circle as her brothers and sisters are, and held responsible for her conduct just as much as they.

I am glad, too, that you have never let her feel that she is different from other children, and that because of her deafness she must be indulged and unduly

waited upon. This will mean so much to her later, for she will become accustomed to mastering for herself the little difficulties which arise.

I have often been asked what a mother should do for her little deaf child before he reaches the school age, and I have told them this: Don't spoil him. Make him do as much for himself as a hearing child at his age can do. Talk to him always. Tell him the names of things; ask him to get things; tell him to do things, just as one would a hearing child. Encourage his babbling as much as possible and let him imitate speech, but do not force a single word, as it only means trouble for both teacher and child later on. It is too easy for him to get the idea that the way he imitates a word is the correct pronunciation of that word. Hearing babies acquire baby talk and get wrong impressions, but these can be easily corrected. With the deaf child, however, wrong impressions cannot be corrected without the help of some one trained in the work of speech-teaching. Let his speech wait until a teacher of speech can take him and develop his speech in the correct way, and the utmost care should be taken in selecting the teacher.

So, Margey, you see that by training Mamie as you have you have made it both easy and delightful for me to teach her, and you have saved her many a trying moment of discipline and me the unpleasant work of undoing what had been incorrectly done.

OCTOBER 16.

MY DEAREST HEBE: My mind is at peace at last. Thank you a hundred times for your encouraging letter and for all the lovely things you said about our dear little girl. Mr. Dale and I are both so happy to know that you feel she is just as she should be.

And, Hebe, we want to begin acquiring an education in that line ourselves, and I therefore want you to help us out, if you can and will, by writing us of every step that you take with Mamie. I will try not to bother you with very many questions, but I do want to ask you one now. How do you cultivate sight and touch? You spoke of giving exercises for these in one of your recent letters.

I am anxiously awaiting the literature

from the Volta Bureau. I hope you have found time to write them.

OCTOBER 21.

DEAR MARGEY: So you want to know how I am cultivating sight and touch. I should have explained in my last letter, but I am glad I did not, for I want to encourage you to ask me questions, as in this way I learn what is confusing to you. In cultivating sight, which is essentially a part of a deaf child's education, I am having Mamie and Helen imitate me in the simple gymnastics of the arms, hands, feet, fingers, and tongue. The tongue of a deaf child needs a great deal of limbering up in order to make his speech fluent, so we have tongue gymnastics many times a day. We put out our tongues as far as we can, then draw them back; we widen and lengthen and curl up the point and flatten it out, and we have a great deal of practise holding our tongues still in these different positions.

To cultivate the sense of sight, we do a great deal of assorting. I have a large box with ever so many different kinds of dried peas and beans in it. These the children assort, putting each kind into a separate box. I have duplicates of pictures of animals, birds, flowers, and common objects, which the children assort in the same way. But the children enjoy most assorting the buttons in my button-box. How Mamie does love to get at that! One day she will assort buttons according to size, the next day according to color, and she even tries assorting them according to kind; and you know what that means with any ordinary button-box.

We do a great deal of color matching, too. I have samples of different colors and shades of thread, and we match the thread with other thread, or match the thread with different-colored materials or buttons. Our most enjoyable game, however, is to let first one child and then the other choose a color and lead me from room to room, matching it with objects of the same color. The other day I added to the list of colored threads a gold cord that came off a box of candy, and when I gave it to Mamie to match, the first thing she did was to insist that I open my mouth and let her match the cord to a gold crown on one of my teeth that I

had never dreamed the child had noticed.

We match numbers, too. For instance, I give Mamie a card with three spots on it, and she takes the blocks or beans, or empty spools or buttons, or whatever we happen to be working with that morning, and places them in groups of three. I have the children place the objects like the spots on the cards that I give them, and these spots I have arranged like the spots on dominoes. This grouping, I believe, is easier for the child to grasp at sight, and also to remember.

For developing the sense of touch I began with eight small celluloid objects—a frog, a fish, a bird, etc.—which I put into my lap. I would hold up one and let the child see it, and then I would put it back with the others and have her find it with her eyes shut. Then I reverse the order—that is, I let her feel the object with her eyes closed—then I mix it with the others in my lap and require her to select it with her eyes open. Later I let her feel the object with her eyes shut and, keeping them shut, select it from touch. I use spools, buttons, marbles, and balls, all of different sizes, to carry on this same exercise. I have a board on which I have pasted pieces of different materials. I have used corduroy, satin, silk, linen, two grades of sandpaper, and a smooth paper. I have the child close her eyes and I place her fingers on the material I want her to select. She feels the surface, and then after I have turned the board around she runs her hand over the different surfaces until she finds the one desired. The same character of lesson is carried on with an embroidery hoop around which I have sewed materials of different kinds. With these samples of material the child can feel the texture of the material instead of one surface.

I have already started using the vibration of strings of a guitar. I had Mamie place her hand on the guitar and I picked the lowest string and she felt the vibration. I showed her which string it was, and we tied a little red thread onto the string, so she would not confuse it with the others. Then I picked the highest string and she felt that vibration. We tied a blue thread to this string. The vibrations of these two strings are very different, so we are

working first only on these. After I had been over this several times I had Mamie close her eyes, and I would pick either one of the strings, and then she would open her eyes and show me which one I had picked. I hope to have her ere long where she can recognize through touch three, or maybe four, strings. As Mamie advances, her exercises in sight and touch become more intricate, thus developing these senses to as high degree as possible.

I hope I have made this clear, but if not write me again. Good night.

OCTOBER 25.

DEAR MARGEY: I am sending some marble bags with marbles in them which the children made themselves and insisted that I send to George and Charles. I used tarlatan for the bags, because the blunt-pointed needles will go through that, and blunt points will not prick little fingers. We used worsted for thread, as that does not easily slip out of the eye of the needle. We made the marbles out of different-colored clay which I ordered from a kindergarten supply house. The children thoroughly enjoy working with this clay. Ask the boys to imagine that the marbles are as round as Mamie and Helen think they are.

OCTOBER 29.

DEAREST HEBE: I want to thank you so much for ordering that literature for me. It came several days ago and I have devoured every bit of it. The sample copy of *THE VOLTA REVIEW* is splendid and I immediately sent in my subscription. I notice a list of books advertised in the back of the *REVIEW*. You no doubt know something about the books advertised. Will you send me a list of the ones you think I would enjoy reading? I feel that I am fast becoming educated in this work and must do a great deal of outside reading, so that when I get to see you I will be able to talk to you with some intelligence about the subject uppermost in my mind.

I enjoyed your letter telling of the cultivation of sight and touch, and I think I have a fairly good understanding of it.

NOVEMBER 5.

DEAR MARGEY: I have been intending to tell you about Mamie's lip-reading, but get off on some other subject each time I write you, and leave out some of the things you really ought to know about.

We talk to Mamie all the time and tell her the names of different things, but of course I do not expect her to remember everything she is told. However, I felt that she must begin to be held responsible for some lip-reading, so I started with two objects—ball and shoe. I said, "A ball" several times to her, each time pointing to the ball. Then I said, "A shoe" several times, and pointed each time to the shoe. Then I said, "A ball" or "A shoe," and let her point to the object I named. When she knew these perfectly, I got out a blank chart. Whenever she learns a new word, I give her a picture of the object and she pastes it on her chart. She is so proud of that chart, and she has a right to be, for it is being covered very rapidly, much to her delight, as well as mine. Besides these words, she understands our names and some of the names of the children in the neighborhood and a few expressions, as "Put on your black shoes." "Please get me the newspaper." "Please pass the bread" or "butter" or other things at the table.

The words that I have given her for her chart I have tried to select to fit the time or season. For instance, for Hallowe'en she learned "pumpkin," "jack o'lantern," and "candle." This week we have learned "clown," "elephant," "monkey," "circus," and "parade," for Monday there is to be a circus here and, of course, we all expect to go. I could have taught her more words pertaining to a circus, but she would probably not see them spoken after the circus is gone, and I feel that the words that she will see spoken most frequently are the ones she should learn first.

I have begun having her recognize color from the lips, too. Blue, white, black she knows perfectly, as she has seen me say them so much in telling her what dress or what shoes to put on.

We are having some calendar work,

too. I let the children take turn about marking off each passing day. As they mark off the preceding day I point to it and say, "Yesterday," and to the present day I say, "Today," and to the following day, "Tomorrow." This is confusing to Mamie, as today, yesterday, and tomorrow change every day; but I shall keep on saying the words to her and after a while she will begin to grasp their meaning. I am using some pictures to make this work more interesting. On a rainy day the children paste a picture of an umbrella on the calendar; on a sunny day a picture of the sun, and on a cloudy day a picture of a cloudy sky.

I notice a gradual improvement in Mamie's understanding of lip-reading with each passing week. I often wish you could be here to notice it yourself. We all send love.

NOVEMBER 11.

DEAR MARGEY: I was so happy today that I must tell you the cause. For a month we have been working on breathing, which is very important in teaching little deaf children. Mamie has learned to take in a deep breath through her nose and exhale through her mouth. At first I noticed by listening carefully that when she was supposed to exhale through her mouth the breath would come through her nose as well as through her mouth. By holding her nose when she exhaled she has learned to exhale correctly.

Today I tried letting her exhale audibly. I held her hand on my chest, so she could feel the voice that I gave, and when she imitated me her little voice sounded clear and was properly placed. She exhaled very slowly, which gave a continuous *a* (*r*) or *ah*, as you probably would write it, without a bit of nasality in it. I hugged her unmercifully, I was so happy; but she still had enough breath left to make it again.

She has been having some work on strengthening her voice, too. With her hand on my chest, so she can feel the voice, I had her repeat with me "bubububu" very softly at first and gradually increasing in volume. She does this nicely. She has learned to make the sounds of *p*, *f*, *th*, and *t*. I

started by letting her puff out a very small candle. When she could do that easily, I used a Christmas candle, and then a large candle. She learned the direction of breath with the very small candle and the increased volume with the large candle. This is how we got *p*. When she could make *p* correctly, I began working on *f*, getting the direction and volume of breath with either a feather or a piece of paper. When she knew *f*, I taught *th*, and then *t*. I am not teaching Mamie to write these sounds, as she is too young for that.

What she needs is lip-reading and speech, and we shall put all of our time on that, with kindergarten work interspersed. When she reaches the regular school age, it will be plenty of time for her to learn to write. I am, however, using exercises that will develop the muscles of her hand, such as coloring, cutting out pictures, and clay modeling, so that when Mamie is ready for writing her little fingers will be ready to hold a pencil correctly.

Mamie's coat came today and is very becoming. She will soon be needing stockings. Shall I get them here or will you send them?

NOVEMBER 15.

DEAR MR. DALE: We are sending you a vote of thanks. It was very thoughtful of you to send the skates, and I especially appreciate your including Helen in your donation. However, please don't feel that you must send her something whenever you want to send a present to Mamie. The skates are just the thing for this delightfully cool weather. Both children are learning nicely.

Will you think I am cruel when I tell you that when I gave the skates to them I told them that if they cried when they fell I would put the skates up? The dear little tricks, though they have had some hard falls, have not cried once, and when they do fall, up they get and try it again. You see this is making them self-reliant. This outdoor exercise is a benefit to both children. I will try to take a picture of them when they learn to stand still on their skates.

(Continued in the September issue.)

## A RAISE IN RATES

Because of repeated increases in the cost of printing and paper, the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf reluctantly found it necessary, at its meeting on April 23, to raise the price of membership in the Association from \$2.00 to \$3.00 a year. In other words, all subscribers for THE VOLTA REVIEW will, from October 1, 1921, pay \$3.00 a year for the magazine.

To favor the present readers of THE VOLTA REVIEW and their friends, the announcement is made that between now and the end of September new subscriptions or renewals of membership will be accepted at the present rate of \$2.00 a year for any number of years. Any one desiring to take advantage of this offer should at once send the amount necessary to cover the desired period, at the rate of \$2.00 a year. By doing so an actual saving of 50 per cent will be effected. Act *now*.

## GIFTS TO REFERENCE LIBRARY

Mr. John Dutton Wright has generously presented to the reference library of the Volta Bureau twenty-one reports and pamphlets issued by the Instituto Nacional de Ninas Sordomudos, Buenos Aires; also three reports and pamphlets issued by the Instituto Nacional de Sordo Mudos, Montevideo. Mr. Wright also sent a copy each of *El Sordomudo y su Educacion*, Vols. II Didactica, Vol. III translated by A. J. Torcelli from the Italian of J. C. Ferreri, and *Premier Enseignement du Langage au Sourd-Muet*, by Anne Bruzzone.

## MISS JULIET CLARK GOES TO CALIFORNIA

Miss Case, the principal of the Los Angeles and Pasadena Schools of Lip-Reading, has secured Miss Juliet D. Clark, the former assistant principal in the Nitchie School, as the normal associate in her schools.

Miss Clark is one of the recognized leaders in her profession, and Miss Case is receiving many congratulations upon securing her services.

## EDITORIAL COMMENT

## FEATURING THE NORMAL STUDENTS

We note with interest the following item on the commencement program of the Idaho School for the Deaf:

Papers by graduates of the normal training class:

1. Visible Speech, Miss Thelma Farquhar.
2. The Education of the Deaf, Miss Ollie Evans.
3. The Ear, Miss Loyce Lue.

It occurs to us that in this time of scarcity of normal students the plan of featuring graduates of such classes on commencement programs is an excellent one. Undoubtedly there are many bright young men and women, in the very towns where our schools are situated, who might take up the work of teaching deaf children if the possibility of such a career were suggested to them. Most citizens of these towns, it is safe to say, do not know that normal classes exist at the schools.

In obtaining desirable normal students, as in other cases, it seems to us that it pays to advertise.

## THE BOSTON CONVENTION

The American Association for the Hard of Hearing held its first annual convention in Boston, June 8, 9, and 10. Doubtless many of our readers will be disappointed not to see an account of this inspiring meeting in this issue of THE VOLTA REVIEW. We trust that they will not be forced to wait very much longer. THE VOLTA REVIEW expects to publish the proceedings as soon as the stenographic report is obtained.

One of the outstanding features of the convention was the interest manifested in the education of hard-of-hearing children. It is a lamentable fact that children of this type are utterly neglected in almost every city in this country. Obviously having too much hearing to be sent to schools for the deaf, they remain in the public schools, where, all too frequently, they are misunderstood, laughed at by other pupils, subjected to impatience on the part of the teacher, and almost invariably considered stupid.

A child with such a history, his deafness probably increasing slowly, becomes eventually the down-hearted, jobless, friendless problem of the lip-reading schools and the organizations for the hard of hearing. In the words of one well-known teacher, why let him become a problem? He should never need reconstruction. He should be taught lip-reading as soon as his deafness, however slight, is known. He should be guided into preparing himself for a business or profession in which his handicap will not prevent success.

Undoubtedly the hard-of-hearing child deserves, and will have in the near future, more attention; and conventions like the one in Boston will help to improve conditions for him.

#### LETTERS TO THE EDITOR

##### MUSIC FOR THE HARD OF HEARING

DEAR VOLTA REVIEW:

Though you have been a helpful friend of mine for several years, this is the first time I have tried to break into print in your pages. My reason is that I feel impelled to give my message to some other mother who, like myself, may have imagined her hard-of-hearing child to be of necessity cut off from some of the greatest enjoyments in life.

My little daughter is now ten years old and has been hard of hearing from birth. My greatest aim in her education, which began at the age of three, is toward the normal. Thus I have let her do and study many things which had no greater practical value for her than that she was doing just as other children of her age. For example, she goes to public school, though her real "book learning" is obtained at home.

An aurist told us that to make her *listen* would be the best way of preserving what hearing she had. So it occurred to me that the study of music would be a good means to that end. She was interested at once and has been studying for the past two and a half years with an excellent young teacher, Miss Grace A. Cowling, of Mount Vernon. Her progress has been that of an averagely endowed child of normal hearing. Up to last week, we thought that the pleasure she got out of the work was by feeling the vibrations and by exercising the mechanical facility.

At her last lesson her teacher asked me to be present, as they had prepared a surprise for me. You may judge how surprised and delighted I was to have her turn her back to the piano, at a distance of about 18 inches, and name correctly each C as it was struck in any place on the keyboard—such as high C, middle C, big C, C<sup>1</sup>, C<sup>2</sup>, C<sup>3</sup>, etc. Next she *sang* the scale of C major with the piano, both in single notes and in triads, and also named correctly any

note of the triad, such as 1-3-5-8, when struck while her back was turned. Surely this ability to differentiate and correctly repeat tones must mean that she gets more than mere vibrations.

Miss Cowling would like to know whether similar work has been done with hard-of-hearing children elsewhere; and, if so, whether you can give us any further information as to method and results.

Given a sound mind in a healthy body, I feel that nothing need be impossible in the education of a hard-of-hearing child, and would make a plea that no mother shut out her child from an opportunity to enter any of the avenues that lead to a fuller enjoyment of life merely because, at first glance, they may seem closed to the hard of hearing.

Very truly,

PAULA MENDEL.

"WHAT IS THIS SIMPLIFIED SYSTEM, ANYWAY?"

EDITOR, VOLTA REVIEW:

As soon as THE VOLTA REVIEW for May had gone the rounds we instantly felt a "pull" from one end of the land to the other concerning "The Speech-Reader's Alphabet"—calls for the book, calls for our literature, questions about the normal course, and especially wanting to know more about the "Simplified System." May we give further details concerning "The Simplified," that our friends may be able to duly "size us up"? We will endeavor to do this in a few words.

We had one great objector. "What is the sense in having two methods of lip-reading? One will read the lips one way, and one read them another way. Then there'll be a fine mix-up. Why don't you all have the same system?" Of course, it is needless to say that person is not a lip-reader. After a good laugh, we explained that there is only one way to read the lips. The lips say something; you can read it or you cannot. This is a simplified system of *teaching* lip-reading. They went on: "Well, if they all teach to read the lips the same way, what's the difference?" Now, comparisons are odious; we will simply describe our manner of teaching.

We make no claim that the "Simplified System of Teaching the Art of Lip-Reading" is better than any other system or method, or that we have invented anything new, or that we have devised a royal road to lip-reading, or that it is easy. What we claim is, that it is *simple* and *systematic*. It places first things first. It progresses slowly from one thing to another, always taking the first and the last new thing along.

We begin with the simplest movement, that of the lower lip, giving words and sentences showing this movement in particular, as: "Fifty-five very fine flowers." Several of these. Next, both lips, beginning with very easy sentences, then of increasing difficulty, yet always with either lower lip or both lips, as: "My five boys found forty-four pounds of beef." Then the tongue between the teeth is shown. This in simple combination with lower lip and both lips. The novice is amazed and charmed that he can see these things, and thus

he is trained to *look* for them. He remembers that he has been looking at these things all his life, but now he *sees* them. The pouting movements are introduced first in the consonants. The similar vowel movements are now learned. The eye is copiously drilled in these, and thus becomes "trained."

That the eye may see every vowel in connection with each consonant or group of consonants (as *leh*), we go through the entire alphabet of 15 vowels. (However, in the early lessons, we strictly avoid the obscure vowels.)

Our aim is to teach the eye to *analyze* movements, to grasp the meaning, and catch the word, and to do it just as we drink water, without thinking anything about it. Very watchful, careful, analytical thinking is inculcated during the study hour, that later we may not have to think at all. We never write or show a word for the pupil. He is given a list of the "words" of the lesson. If he cannot frame a word from what he sees on the lips (he knows what it *looks* like), he hunts it out on his list. To show or write the word is to defeat the very object of the lesson—to see the words on the lips.

The feature of the simplified System is not new matter, but the SYSTEM, the orderly arrangement, the progressive study of the entire alphabet, the insistence on systematic review and home practise. And experience proves that faithful adherence to the principles expounded therein brings the reward of a trained eye, a trained lip, and quickness to comprehend spoken words.

Very truly yours,

WILMER POMEROY.

#### MISS ARBAUGH'S SCHOOL

The exercises held in the reception hall of Miss Arbaugh's private school, on the morning of May 24, brought to a close another successful year.

The guests were filled with enthusiasm over the demonstration of the rhythmic-work, speech, and speech-reading. They were especially impressed, however, with the work shown at the piano. The children stood around the piano and recognized, through vibrations, the high and low notes that were struck and the little songs that were played. One of the little girls played a selection on the piano.

Then Miss Arbaugh demonstrated the work that had been accomplished in speech and speech-reading with children from the "baby" class to those doing advanced school work.

Besides the ordinary routine of studies, Miss Arbaugh this year tried out the hearing of her pupils. After repeated trials, seven of the children were found to have some degree of residual hearing. This was so trained and developed that all of these seven pupils understood words by the end of the term, while five of them could get through their hearing almost all the language that they understood from lip-reading. Miss Arbaugh should be congratulated upon the fact that she stressed this work, as it is an important avenue of mental development and a valuable asset in obtaining a natural speaking voice.

#### THE CHICAGO LEAGUE

The Welfare Department of the Chicago League for the Hard of Hearing is conducting a campaign to have hearing devices installed in the churches where there are hard-of-hearing members in the congregation. Seventeen churches have co-operated in this movement and a total of 117 instruments have been installed. The Chicago League is to be commended for its progressive spirit. It is to be hoped that other organizations for the hard of hearing will conduct similar campaigns.

#### MRS. J. M. CRITTON

The funeral of Mrs. J. M. Critton, well-known educator who died Tuesday at her home, took place this afternoon. Interment was at Forest Hill. Mrs. Critton's work in education has been warmly commended by P. R. Spencer, Milwaukee, and Alexander Graham Bell, inventor of the telephone, both of whom were much interested in her work of educating the deaf by oral method. Her success not only saved the oral day schools for the deaf to the State but placed them on a permanent working basis.—*From a Milwaukee paper.*

#### LISTENING WITH THE EYES

There are few afflictions, if, indeed, there is any other, with which people have so little patience as with deafness; surely, no other brings forth so many laughs from the general public, owing to the many ridiculous mistakes made by deafened people who try to bluff their way through life instead of taking advantage of lip-reading to overcome their affliction. With deafness seemingly on the increase, it is surprising how few people so afflicted study lip-reading. The ratio is all out of proportion; the number of people who do not help themselves far overbalance the number who do.

Deafened people who have endured a few laughs on themselves have a chance to have the last and best laugh. Wake up, people! Study lip-reading! We must all recognize the fact that it is not a pleasant task for kind relatives and friends to shriek at us, even if they are willing to do so.

Mr. Nitchie very well expressed a slogan to guide our lives: "Do not feel sorry for yourself. This is the key-note of your success: to forget your affliction, help others, and be happy."—*Ruth Robinson.*

#### "BE NOT AFRAID"

Oh, do not be afraid to break

The shackles of self-consciousness! Stand free

Above all shrinking doubt, and make

Your life a symbol of supremacy.

Oh, do not be afraid! Old dame

Conventionality cannot harm you,

Protected by the One who came,

Uttering, "Peace, be still," to calm you.



# Teachers Wanted and Teachers Wanting Positions

## TEACHERS WANTED

WANTED—An experienced oral teacher in a private school. Apply, Volta Bureau, Box 406.

WANTED—Three or four good teachers for oral work. Good salary. Apply Superintendent West Virginia School for the Deaf, Romney, West Virginia.

WANTED—In private school—A matron who is capable of caring for sick children. No one using signs or finger spelling need apply. Address, Volta Bureau, Box 406.

WANTED—Supervising teacher for Primary Oral Department in Southern School. Good salary. Address, Southern School, care VOLTA REVIEW.

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WANTED—Position as oral teacher. Seventeen years' experience. Best of references. Address, Box 13, Route 1, Antigo, Wis.

WANTED—Trained and experienced oral teacher wishes a private pupil. Eastern States preferred. Address, C. E. Q., Volta Bureau

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BY

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# THE VOLTA REVIEW

Published Monthly in the Interests of Better Speech, Better Hearing, and  
Speech-Reading, by the Volta Bureau, 35th Street and  
Volta Place, Washington, D. C.

"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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## LIFE'S HARMONIES

By LAURA A. DAVIES

THEY SAT on the hotel veranda, the Lip-Reader and the Unimaginative Lady, who thinks she is most considerate when she talks in disjointed monosyllables. Conversation had languished, as it usually does under such circumstances, but the view of rolling meadow lands stretching away to the westward was ample compensation—at least to the Lip-Reader, who was grateful for the silence.

Suddenly the Unimaginative Lady, with a startled exclamation and an indefinite wave of her hand, cried out, "Look!"

"The sunset?" queried the Lip-Reader. "It is more beautiful than usual this evening, if that is possible, for it is always lovely here."

"No! There," cried her companion, with another meaningless wave of her hand outward, which might have designated any one of a hundred interesting things.

The Lip-Reader's eyes flitted from the low line of hills in the distance to the green fields, the stately avenue of pine trees, the blossoming orchard, and rested at last on a spot of vivid color darting in and out among the leaves.

"Oh! A redbird! The first I've seen this year! Let me make a wish before he disappears. I know. It doesn't take long to make a wish when there's one thing you want more than anything else in all the world, does it?" she asked, turning confidently to the Unimaginative Lady.

Her eyes met only an impatient frown, a martyr-like sigh, and a decided shake of the head, showing all too plainly that

she had guessed wrong again. The frown, the sigh, and the shake were further emphasized by the Unimaginative Lady's rising from her chair, gliding to the edge of the porch, and pointing a triumphant finger at a fat rose worm, busily engaged in devouring the fresh young leaves of a climbing rose vine. Gloatingly she stood there, pointing, as one who revels in a scene of destruction.

"Kill it! Kill it, quick!" cried the Lip-Reader, catching up two small sticks and lifting the offending worm to the ground, where her small foot stamped it into the green turf. "There," she cried; "you'll not spoil Mrs McKenzie's beautiful roses any more."

The Philosopher-Who-Saw from the other end of the veranda returned his eyes to his book, as he theorized thus to himself:

"Two types, two distinct types, but they cover the larger part of the world's population—she whose eyes are open to see all the beautiful harmonious blendings of color, form, and shape around her, and she who is so psychologically constructed that she can see only—worms."

And the Philosopher-Who-Saw was right, as philosophers often are, in abstract matters at least. Nor does the truth of his theory end with physical vision. It is as true in mental and spiritual things. When the Optimist tells us, "Every cloud has a silver lining," the Pessimist replies, "The silver lining betokens a very black cloud." Beauty and ugliness, purity and vice, harmony and discord, good and evil, are only opposite poles of the same thing. Goodness,

purity, truth, and love work in harmony with the laws of God's universe. Their opposites work in discord and we feel the friction. It is our joy and privilege in every turn of circumstances to seek out "Life's Harmonies" and let the other fellow "kick against the pricks" if he will.

It is little wonder that men for many generations, groping in spiritual darkness, have turned to the sun as the symbol of all good. You have noticed the gloomy, monotonous view from your window on many a dismal, cloudy day, and then, as you watched, seen the sun burst forth and light up a thousand interesting and fascinating forms of beauty, which you had forgotten were there. And the fortunate thing about mental sunshine is that we can store it up for use in the dark days of disaster and send it forth at will to light up the landscape.

"He that has light in his own clear breast  
May sit i' th' center and enjoy bright days:  
But he that hides a dark soul and foul  
thoughts  
Benighted walks under the midday sun;  
Himself is his own dungeon."

We are told that the air of London is so vile that the lime tree is the only one to flourish there, for the reason that it sheds its bark every year and thus rids itself of the impurities it has breathed. Scientists also have told us that in the Himalayas there is a mountain peak so high that it extends beyond the line of rain or snow, where "an open page might remain unsoiled by dust through passing centuries." The fortunate soul, who has learned to live in harmony with things about him, can as readily cast off his worries, anxieties, and disagreeable, fretful, torturing fears as the lime tree sheds its bark. Or he can tower above them into the purer air and clearer view of Himalayan heights, where consciousness of infinite things overshadows all human weaknesses, till

"The cares that infest his day  
Shall fold their tents like the Arabs  
And as silently steal away."

Whether it was because Paul recognized the underlying psychological law or had only observed the result from personal experience, his language was especially strong in urging his friends to

think on things lovely—life's harmonies. And what a bewildering variety of them there are to think on. Lines, angles, curves, proportion, balance, color, motion, light, shadow, reflection, grace, rhythm, symmetry, all blended in a single joyous, downward swoop of a flying bird. How many things of beauty and harmony can you find to admire in a common, yellow daisy; how many more in a living, breathing, frolicking colt, and still how many more in the unconscious movements of a toddling baby? External beauty is all about us, but there is an inner beauty that is lovelier still. That most lovely of all lovely things, a mother's face, may be old and wrinkled, but if the light of love, devotion, and self-sacrifice shine from the faded eyes and leave their marks, even as the foot of time has left his mark, it is a beautiful face.

You remember in the *Blue Bird*, when Maeterlinck, in his search for true happiness, brings forward all the little everyday joys and introduces them to us, that he reserves the greater joys till last, and, near the very climax, right beside the joy of Loving we find the Joy of Seeing What is Beautiful.

Arthur C. Benson, in his suggestive musings, "From a College Window," says:

"There are times in our lives when we seem to go singing on our way, and when the beauty of the world sets itself like a quiet harmony to the song we uplift. . . . I would have all busy people make times in their lives when they should try to be alone with nature and their own hearts. They should try to realize the quiet, unwearying life that manifests itself in field and wood. They should wander alone in solitary places, where the hazel-hidden stream makes music and the bird sings out of the heart of the forest; in the meadows where the flowers grow brightly, or through the copse, purple with bluebells or starred with anemones; or they may climb the crisp turf of the down and see the wonderful world spread out beneath their feet, with some clustering town 'smoldering and glittering' in the distance; or lie upon the cliff top, with the fields of waving wheat behind and the sea spread out like a wrinkled marble floor in front, or walk on the sand beside the falling

waves. . . . A thought, a scene of beauty comes home with an irresistible sense of power and meaning to the mind or eye. For God to have devised the pale liquid green of the enameled evening sky, to have set the dark forms of trees against it, and to have hung a star in the evening gloom—to have done this and to see that it is good, seems, in certain moods, to be the dearest work of the Divine mind. . . . Life can be made, with little effort, into a beautiful thing; the real ugliness . . . consists not in its conditions, not in good or bad fortune, not in joy or sorrow, not in health or illness, but upon the perspective attitude of mind which we can apply to all experiences."

There is a proverb that pilgrims to foreign lands will find only what they take with them. We are all pilgrims on a journey through unknown lands. How wonderful that we can know, without doubt, that we shall find beautiful scenes, delectable mountains, green meadows, life-giving streams, and sunny skies if only we will take with us eyes to see and hearts to understand.

Most comforting of all the effects of life's harmonies is rest; and remember that

"Rest is not quitting the busy career;  
Rest is the fitting of self to its sphere."

Peace, quiet, contentment, which is real rest, may enfold us in the midst of the daily grind and multiply efficiency more surely than the inactivity at the close of the day. All nature's forces are silent forces—the growth of the tiny germ within the seed, the rushing course of the planets in their orbits, are as silent as the falling of the dew or the flash of a sunbeam, because they are forces that are working in harmony with nature's laws. It is noise and friction that shows there is waste power somewhere—the crash of thunder, the roar of the waterfall, the hammering of ocean waves on the immovable rocks. It is only fear that hurries and blusters. Confidence is tranquil. True rest is mental harmony with one's surroundings.

Whatever our philosophy of life, whatever the helping or hindering circumstances we meet, whatever the reward at the end of the course, let us not forget that

"To every one there openeth  
A Way, and Ways, and a Way,  
And the High Soul climbs the High Way  
And the Low Soul gropes the Low,  
And in between, on the misty flats,  
The rest drift to and fro.  
But to every one there openeth  
A High Way and a Low,  
And every man decideth  
The way his soul shall go."

## A SHEAF OF TRIBUTES TO FRED DE LAND

MANY EXPRESSIONS of deep regret over the retirement of Mr. De Land from active work as Superintendent of the Volta Bureau have poured into the office. It seems fitting that some of these, expressing, as they do, the sense of loss felt by the Association, should be published:

### A MATTER OF REAL SORROW

THE VOLTA BUREAU,  
Washington, D. C.

DEAR FRIENDS:

We have learned with deepest regret of Mr. De Land's retirement from the work with which he has been so long connected and which he has carried on with such devotion and effi-

ciency. His continued ill health has been a matter of real sorrow to us, and it would be impossible to put into words how much we have missed his encouragement and helpful advice.

Not only has Mr. De Land brought into service the fruits of his long experience, but his keenness of understanding, his clear vision, sound judgment, and earnest desire to serve made his friendship an invaluable asset to all who are laboring in this great cause.

I am sure that the entire profession joins us in our unbounded admiration of the noble and earnest effort which he has given so unselfishly and unsparingly to the work which means so much to us all, and the influence of his high example will never cease to be an inspiration to all who are interested in the promotion of this movement.

Yours very sincerely,  
CORA ELSIE KINZIE.

## GRATEFUL FOR HIS IMMENSE HELP

VOLTA BUREAU,  
Washington, D. C.:

I am sending a few words by telegraph to express my great respect for Mr. De Land and deep appreciation of his devoted and effective service to the interests of the deaf, and his wonderful success in advancing the work of the American Association, including the Volta Bureau and THE VOLTA REVIEW. It is a matter of deep regret that his health does not permit him to continue in some capacity to serve the cause he has so warmly espoused during many years. We have been most fortunate in having such a man and are very grateful for the immense help he has given to the work of bettering conditions for the deaf. He has set a high standard for the rest of us to maintain. We must all try not to let any of his activities lapse, and must emulate his self-sacrificing and untiring efforts.

JOHN D. WRIGHT.

## SUCCESS OF "OUR MAGAZINE" DUE TO HIM

It is with true regret that we learn of Mr. De Land's resignation as Superintendent of the Volta Bureau and Secretary of the Association.

His devotion to the cause with which he has been connected for so many years is appreciated by all.

We feel sure that the success attained by "Our Magazine" during the past few years is due in great measure to his efforts.

We teachers of lip-reading have much to thank Mr. De Land for his many helpful suggestions in our work and for the interest he has always shown in our schools.

The Boston Müller-Walle School extends best wishes to Mr. De Land for improved health, and we all trust that, even though he is no longer an active member, he will continue to encourage our efforts and give us his helpful advice through articles in THE VOLTA REVIEW.

MARTHA E. BRUHN.

## GENEROUS, SACRIFICIAL, IMPARTIAL

DEAR MISS TIMBERLAKE:

It was with deep regret that I learned of Mr. De Land's resignation as Superintendent and Secretary of the Volta Bureau, for I have been hoping that he would gain in health and be able to continue his fine work. I think both you and he know just how I feel about him and the loss he will be to us all, which any words of mine seem very inadequate to express. He has worked with such generous, disinterested sacrifice for all and with such absolute impartiality.

His years of faithful service with the Volta Bureau have done much to change the public attitude toward the deafened and, quite as important, have changed the attitude of the hard-of-hearing man towards himself, making him hopeful and self-reliant once more instead of without hope in life.

Mr. De Land has always shown such broad sympathy in his point of view that he certainly is one of the greatest champions our cause has ever had—not only the cause of the little children, but of the deafened adult as well. He has really seemed one of us, for his understanding has been so perfect.

To me Mr. De Land has been a very real friend, and I can never half express my appreciation of his interest and kindness.

Very sincerely yours,

ALICE N. TRASK.

## SERVICES WILL BE APPRECIATED

MISS JOSEPHINE TIMBERLAKE,  
Volta Bureau, Washington, D. C.

DEAR MISS TIMBERLAKE:

*The Silent Worker* wishes to express regret that Mr. De Land's continued ill health has necessitated his resignation as Secretary of the Association and Superintendent of the Volta Bureau. Mr. De Land has always been interested in both the deaf and hard of hearing. He has been one of the few who are able to recognize the differences in the problems confronting those who are deaf in early childhood and those who become deaf late in life. His valuable services to both classes will be appreciated in the future more than they are today. *The Silent Worker* wishes him peace and happiness in his retreat from active services and hopes that he will soon regain his health.

Very truly yours,

ALVIN E. POPE.

## WHOLE PROFESSION WILL MISS HIM

DEAR MISS TIMBERLAKE:

I am deeply shocked to hear that it is necessary for Mr. De Land to resign on account of continued poor health. The whole profession will indeed miss not having him where he has always been to assist with his judgment and counsel and to give the magazine and all that it represents the support of his pen.

Sincerely yours,

BESSIE L. WHITAKER.

## THE BUNSEN BURNER

A full description of Miss Iza Thompson's experiment with the Bunsen Burner will be found in the September issue of THE VOLTA REVIEW, under the heading: "The Sensitive Flame of the Bunsen Burner as an Aid to Voice Production and Speech for the Congenitally Deaf Child."

Many Bunsen Burners on the market are unsuitable for this experiment. Miss Thompson has a few reliable burners which she will be glad to let teachers who would care to try the experiment have, on application to her at the Hugh Myddelton School for the Deaf, London.—*The Teacher of the Deaf, England.*

# THE SENSITIVE FLAME OF THE BUNSEN BURNER AS AN AID TO VOICE PRODUCTION AND SPEECH FOR THE CONGENITALLY DEAF CHILD

By IZA THOMPSON

Hugh Myddelton School for the Deaf, Clerkenwell, London

IT WAS at a lecture in the phonetics laboratory of University College, London, that the lecturer, Mr. Stephen Jones, showed the students how to make the flame of the Bunsen burner sensitive to voice vibrations. He was at the time describing various air disturbances.

The air-regulator of the Bunsen burner was closed and the pressure of gas reduced until the flame was so narrow that it stood approximately in the middle of the mixing tube, but did not touch it. (See Fig. B.)

The lecturer went out of the room, leaving the door ajar, and walked some yards down a passage at right angles to the room. He then uttered the vowel *a* (cat), and the flame immediately dipped down and jumped up again, and it made this movement each time the vowel was repeated, but would make no response from this distance to other forms of air disturbance, such as the scraping of feet on the floor.

The lecturer knew nothing about the teaching of the deaf, but he remarked to me, "Would this be of any use to the deaf?" I was skeptical, but I experimented with it for some time, and now find it a most valuable bit of apparatus.

It is used about twice a day during the first two months of a child's school life; after that it is usually unnecessary.

The flame answers much better to a pure oral vowel than to a nasalized or breathy one, and while the child is trying to get the desired response, he is unconsciously eliminating nasality and breathiness from his voice and is depending on voice vibration.

An improvement in the quality of the voice is sometimes noticed by the time the child has reached the far end of the room, having receded step by step from the flame at the other end, while babbling to simulate speech or repeating an isolated vowel sound at each step.

Breathed consonants get practically no response from the flame and voiced con-

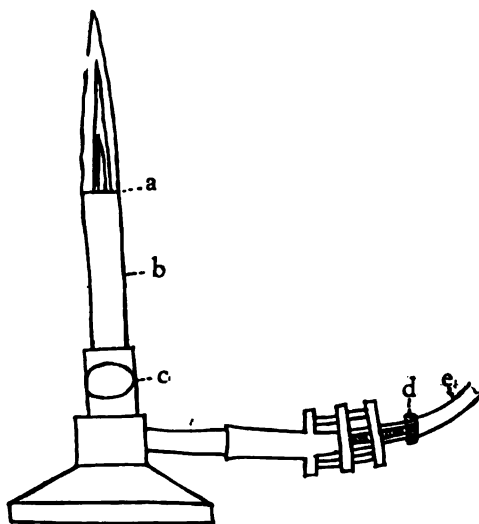


FIG. A.—This flame is *not* sensitive to voice-vibration. Notice that it completely fills the ring of the mixing-tube.

- a. Ring of mixing-tube.
- b. Mixing-tube.
- c. Air-regulator, closed.
- d. Screw-clip.
- e. Rubber-tubing.

sonants very little, and it is better to omit these sounds in any work with the flame in order that the response should be always associated with voice vibration. The child's babbling will probably consist of vowel and consonantal sounds, but this is permissible, for he will soon concentrate on those that get the best result from the flame.

It is advisable to test various Bunsen burners of the type described here, in order to find one which gives a good sensitive flame. Other types have occasionally been found to give satisfactory flames.

As the apparatus is used by very young children, it may be thought necessary to protect them from the naked flame. Possibly a wire globe attached to the burner would answer the purpose.

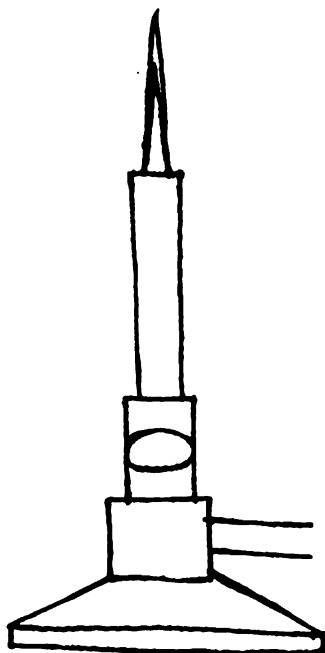


FIG. B.—This flame is sensitive. Notice that it does not completely fill the ring of the mixing-tube. The air-regulator is closed. The pressure of gas has been reduced. This flame is usually about 7 inches high.

The sensitive flame of the Bunsen burner is of assistance in—

1. The conscious production of voice.
2. Encouraging vocal practice.
3. Strengthening weak voices.
4. Acquiring good vocal quality.
5. Preventing the use of nasalized vowels.
6. Preventing the use of a breathy voice.
7. Teaching diphthongs.
8. Teaching stress.

*Explanation:*

Use Fig. D. for a very weak voice.

Use Fig. B. for collective work.

Use Fig. C. for one voice of normal strength.

In no case will the flame be sensitive unless it is so narrow that it does not completely fill the inside of the mixing tube.

It is necessary that the flame should be steady.

It is necessary in each case that it should be as high as is consistent with sensitiveness.

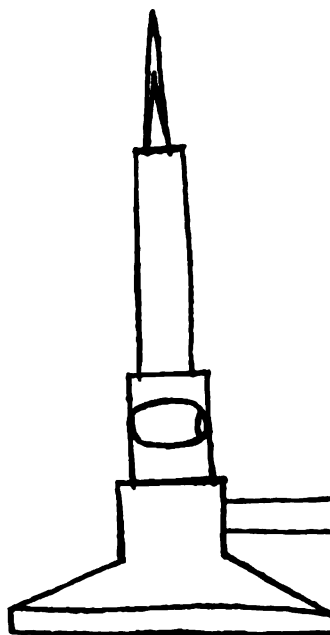


FIG. C.—This flame is more sensitive than Fig. B. Notice that the air-regulator has first been opened about 1/30 of an inch, and the gas pressure has been again reduced.

To decrease the gas pressure, use a screw-clip.

When sensitive, the flame will respond to every English vowel with the exception of *ee* and *oo* (*ee* and *oo* may be responded to by another method, but it is better to omit them).

The following exercises are used for simultaneous work and individual work in conjunction with the flame:

*First Exercise.*—Let the little children who have just come to school understand that when you turn your back they are to make you jump by shouting. The children will only respond feebly at first; the exercise will not injure their voices.

*Second Exercise.*—Prepare Fig. B. flame and show how to make it jump. Allow the children to use any voiced sound; it need not be one on the sound chart.

*Third Exercise.*—If the child's voice is very weak, use Fig. D. flame, and let the child move step by step farther away from the flame; in this way the child acquires a stronger voice. It is very unwise for the teacher to allow her voice to help the child's. The little one should see

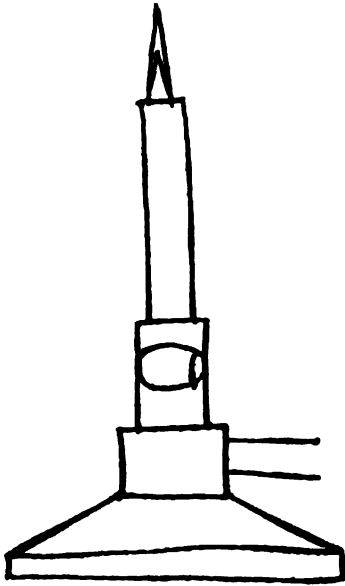


FIG. D.—This is the most sensitive of the three flames. Notice that the air-regulator has been opened a fraction more than for Fig. C, and the gas pressure has been further reduced.

exactly what effect his own efforts have on the flame.

*Fourth Exercise.*—Let the children pretend to talk to the flame, holding up a finger and pretending to be angry or pleased. The flame will jump up and down to their babbling.

*Fifth Exercise.*—Pass round books and let the children make sounds very rapidly in imitation of people reading aloud.

*Sixth Exercise.*—Pass round strips of music. Let the children stand up and hold the music out before them and pretend to sing, using long-drawn-out sounds.

*Seventh Exercise.*—

1. ARar.
2. arAR.
3. arARar.
4. ARarar.
5. arARarar.
6. ararARar.
7. AR-AR.

If a card-board chart is printed with large symbols in sets, as above, the children can learn something of word stress.

They are to understand that the flame must only respond to the large AR.

Later he will understand how to stress such words as table, carpenter, etc., by being told that table is like No. 1, and carpenter like No. 4, and so on.

*Eighth Exercise.*—The flame is useful when teaching the falling diphthongs—ow, oa, ie, oy, ai—as in cow, coat, pie, boy, tail.

The deaf child is apt to give two distinct vowels for these diphthongs, each vowel having equal prominence, or, worse still, the latter having more than the first. In any case, it is a common fault for the deaf child to pronounce a diphthong as if it were two sounds or two syllables instead of the one glide.

The prominence of the above diphthongs belongs to the initial part of the glide, owing to the greater sonority of that part of the diphthong. The flame responds well to this part, but as the glide goes in the direction of ee or oo it fails to respond. Consequently the child will give his attention to the initial part of the glide, because it gets the response, and will give less attention to the latter part, and so the correct glide and prominence result—e. g., ie (pie).

#### TO TRAIN TEACHERS OF EXCEPTIONAL CHILDREN

An experimental school for the study and instruction of exceptional children has been established through an agreement between the school committee of Northampton, Mass., and the department of education of Smith College. Postgraduate study will be combined with practical experience in teaching in the model school under the close supervision of a skilled teacher. Opportunity is thus offered to college women to study education in the closest possible contact with a typical public-school system and to prepare for well-paid and attractive positions in the public schools.

Funds are at the disposal of the college to assist a certain number of properly qualified candidates to meet the expense of graduate study.—*School Life*.

#### ONE GUINEA

No, not a fowl! But a most attractive coin of the British Empire.

The above is the prize which will be awarded to the successful competitors entering the contest for the best specimen of the new "Peetic-kay" writing.

For more specific directions for obtaining this prize, see the advertising pages of this magazine.



## LAUGHTER AS AN EXERCISE

By JOHN A. FERRALL

SUPPOSE you were discussing with a friend the desirability of some form of systematic physical exercise and he should say: "Well, I've tried five-pound dumbbells, Indian clubs, the Army setting-up exercises, and most of the five-minute exercises illustrated in the popular magazines, but, do you know, I believe I get my best exercise at the movies?" If you were merely a superficial thinker, you might assume that he had lost his mind. If of a scientific turn, you would, perhaps, decide that he had been dropping raisins in his grapejuice, or that he had picked too many dandelions. But he might be speaking in all seriousness and truth, if it so happened that his attendance at the moving-picture shows gave him occasion for frequent and hearty laughter. Laughter? Yes, that is the answer; for laughter must be rated as a physical exercise—and an extremely efficient one.

"Derisive laughter," says Dr. William Brady, "is a chest reaction. Genuine, joyful laughter is abdominal. Genuine laughter increases intra-abdominal tension and greatly improves general circulation and well being."

"A hearty laugh," declares another writer, "literally blasts open the stiff, unused tops and peaks of the lungs." This is a matter of extreme importance, for the average person does not really breathe at all, in a true sense, and almost never expands all the collapsible spaces in the lungs. A good laugh not only puts into use these lung spaces, but it also vibrates and strengthens the muscles of the lungs and the abdomen and aids digestion.

"Then let us laugh," urges Wm. Matthews. "It is the cheapest luxury man enjoys and, as Charles Lamb says, 'is worth a hundred groans in any state of the market.' It stirs up the blood, expands the chest, electrifies the nerves, clears away the cobwebs from the brain . . . ."

"There is not one remotest corner or little inlet of the minute blood-vessels of the human body," asserts another writer, "that does not feel some wavelet from

the convulsions occasioned by a good, hearty laugh."

And we need not be frightened at the term "convulsion." Only the most friendly convulsions are meant, those which are, in effect, friendly pats upon the shoulders of one's intestinal organs, so to speak.

"Laughter," says Hukeland, whose name, of course, is a household word among the readers of *THE VOLTA REVIEW*, "is an external expression of joy; it is the most salutary of all bodily movements; for it agitates both the body and the soul at the same time, promotes digestion, circulation and perspiration, and enlivens the vital power in every organ."

Even Carlyle, who apparently never had a really good laugh in his life, adds his indorsement: "The man who cannot laugh," he declares, "is not only fit for treasons, stratagems, and spoils, but his own whole life is already a treason and a stratagem."

"In medical terms," an expert assures us, "it [laughter] stimulates the vasomotor centers, and the spasmodic contraction of the blood-vessels causes the blood to flow quickly. Laughter accelerates the respiration and gives warmth and glow to the whole system. It brightens the eye, increases the perspiration, expands the chest, forces the poisoned air from the least-used lung cells, and tends to restore the exquisite poise or balance which we call health."

Most interesting of all to the deaf (who, it sometimes appears, are occasionally suspected of being a trifle defective mentally) is the statement of the superintendent of a well-known hospital for the insane (name withheld on the ground that I might incriminate myself): "A hearty laugh is more desirable for mental health than any exercise of the reasoning faculties."

Some of us may hesitate to accept this statement at its face value, but I believe that the majority would like to. Laughter is surely a pleasant substitute for the torturing process known as the exercise of the reasoning faculties—thinking. Some folks have even gone so far as to assert

that the average person, given his choice between death and the necessity of thinking, would unhesitatingly select death.

Whatever the facts may be, we must admit that practically all of us, unconsciously or otherwise, acknowledge the desirability of laughter. "It is a great fact," writes Vasey, "which cannot be gainsaid, that an immense majority of the inhabitants of most civilized countries hold the habit of laughing in such high esteem and feel such a craving for the exercise that collectively they spend vast sums of money in procuring the stimulus to practice this action." Which, of course, is only another way of saying that we spend our money freely for the wares of the Mark Twains and Charlie Chaplins of the world because we have an intuitive realization that we are getting our money's worth. Sterne testifies: "I am persuaded that every time a man smiles—but much more so when he laughs—it adds something to this fragment of life."

Unfortunately, there are some of us who are not on sufficiently good terms with real laughter to know just what its effects might be. Laughter is almost as much of a stranger to these few as its definition is to the rest of us: ". . . spasmodic expulsion of breath, with quick, jerky, inarticulate sounds, accompanied by characteristic movements of the facial muscles and brightness of the eyes." Sounds rather like the testimony of the alienist concerning the mental condition of the accused, doesn't it? And the expression, "brightness of the eyes," might convey a false impression, even in these prohibition days.

There is a silver lining to the cloud, however, in the fact that every human being is fully convinced in his own heart that he has a keen sense of humor. Rather than admit its lack, most of us will join in the laughter of our neighbors, even when we do not catch the point of the story. Hence attendance at shows which cause most of the people around us to laugh leads us to the point where our pride forces us to join in the laughter, even though we may not find out what it was all about until two or three days later. Yes, tastes in humor differ widely, but most of us find it advisable to laugh when our neighbors do.

Apropos different tastes in humor: I came across the other day a story which seemed very amusing to me, even if absolutely absurd—or, maybe, because it was rather absurd. Perhaps some of my deaf friends will appreciate the fact that it may not be so absurd after all. Here it is: A gentleman, reading his newspaper after dinner, remarked to his wife:

"I see Thompson's shirt store burned down last night."

"Who?" asked his wife, being somewhat deaf.

"Thompson's shirt store," repeated her husband.

"Thompson's shirt's tore," she said, curiously. "Why, who tore it?"

None of the friends to whom I have shown the clipping have shared my enthusiasm in the story at all. Oh, well, anyway I had my morning exercise out of it.

In a previous article I told the story of an invalid suffering from nervous collapse who was induced to try the "laughter cure." She read all the humorous papers and books she could get and sought constantly for things that might produce a laugh. Naturally she found them. We do not need to look far to find humorous situations. Within a month she was better, and before the year was out she had fully recovered her health.

Joe Mitchell Chapple tells us of a physician who treated cases of melancholia and nervousness by having his patients smile at their reflections in a mirror. The patient was ordered to stand in front of the glass at stated intervals during the day, or whenever a spell of the "blues" seemed to be coming upon him, and smile. It did not matter whether he felt like smiling or not. He had to try.

Mr. Chapple tells us that when he first heard the story the prescription sounded rather far-fetched, and to test it he placed himself before a mirror and lifted up the corners of his mouth in a forced smile—and then found himself laughing.

He recites another instance to illustrate the economic value of a laugh. It appears that a friend of his had applied for lodging in Boston and the landlady was looking him over carefully when some-

thing was said that caused him to laugh heartily. The landlady capitulated at once.

"You look like a very respectable man," she said, "and I might say a good-natured man, not likely to give us any trouble. We charged the former tenant of that room \$10 a week, but I don't mind telling you that he was very rude. You may have it for \$8."

So, as Mr. Chapple used to say, his friend's laugh was earning \$2 each week, so long as he remained in that house.

We know, too, that the habit of ascribing a moral value to laughter is almost universal. For some reason it appears to be assumed that a hearty laugh is an indication of a clear conscience—hence an honest man—a man to whom you may safely trust all your money. It is true that we hear of the "loud laugh that spoke the vacant mind," and even Shakespeare tells us that "one may smile and smile and still be a villain"; but no one pays any attention to the poets, while every one reads the popular articles in the newspapers and magazines which continually play up the merits of laughter.

As to the kinds of laughter, Josh Billings, who says that laughing "anatomically considered, is the sensation of feeling good all over and showing it principally in one spot," tells us that "there is one kind of a laugh that I always did recommend; it look out of the eye first with a merry twinkle; then it creeps down on its hands and knees and plays around the mouth like a pretty moth around the blaze of a candle; then it steals over into the dimples of the cheeks and rides around into those little whirlpools for a while; then it lights up the whole face like the mellow bloom on a damask rose; then it swims off on the air with a peal as clear and as happy as a dinner-bell; then it goes back again on golden tiptoes like an angel out for an airing, and lays down on its little bed of violets in the heart where it came from."

However, like any other physical exercise, laughter must not be overdone. Learn to laugh at slight provocation—well and good—but examine all provocations carefully, especially at first, until you get to know the right ones by instinct. Proceed slowly at first, and then increase

the number and speed of the movements, as it were, just as the experts advise for all methods of physical culture.

Above all things, be careful not to laugh at the wrong place. If some one is telling you a story, wait until he gives the signal for the laugh, which he will do by starting the laughter himself. Pay close attention to this feature of the exercise and you will not only provide yourself with abundance of laughter provocations, but also win for yourself a multitude of friends; for, verily, *any* listener is a good listener, but a listener who laughs at the right place—ah, he indeed is one whose price is above rubies!

If sometimes the stories told us possess long, gray whiskers or show other evidences of antiquity, and so are more conducive to tears than laughter, why, laugh anyway—at the point indicated by the teller. Any form of physical exercise will become monotonous at times. Laughter is no exception. But with laughter, as with other forms of exercise, the monotony does not rob it of its efficacy.

But we must use judgment and not overdo the exercise. There are times when laughter is not only unwise, but actually dangerous. Keep in mind the story of the little boy who sat, crying, upon his doorstep.

"What is the matter, little man?" asked the kind lady who was passing.

"Pop—Pop—he was putting down the carpet and—and he hit his thumb with the hammer," sobbed the youngster.

The kind lady was touched.

"But you really shouldn't cry about that," she said. "Why, I should think you would have laughed at it."

"I—I—did," replied the boy, tearfully.

#### MEMBERSHIP BUTTONS

All subscribers to THE VOLTA REVIEW are members of the American Association to Promote the Teaching of Speech to the Deaf and should have membership buttons. The official bronze buttons of the Association were issued two years ago, but a limited number are still available. Send twenty-five cents to the Volta Bureau, and if you are a member a button will be forwarded to you at once.

## THE MECHANISM OF BREATHING\*

By E. W. SCRIPTURE, Ph. D., M. D.†

THE sounds of speech are nearly always produced by some modification or obstruction of a current of air from the chest. For this purpose the chest can be considered as a cavity opening through a long tube. Air is drawn into the cavity by enlarging its size; air is blown out by reducing the size. The action may be compared to that of a syringe; when the piston is pulled out, the cavity is enlarged and air is drawn in through the nozzle; when the piston is pushed in, the cavity is reduced and air expelled. There is also a resemblance to the action of a rubber bulb with a nozzle. When the bulb is squeezed, air is driven out through the nozzle; when it is released, air is sucked in. In the case of the syringe the size of the cavity is varied lengthwise; in the bulb it is varied sidewise. In the case of the chest the action comprises both movements.

The walls of the chest, or thorax, are formed by the spine and the ribs, with the muscles and other tissues over and between them. The bottom of the chest is formed by a thin sheet of muscle, the diaphragm, stretched across and domed over the liver, stomach, intestines, and other organs. These abdominal organs are held in place by the spine and the abdominal muscles at the front, flanks, and back. The bottom of the chest might be considered as this mass of abdominal organs with the muscles that move them.

The ribs are jointed to the spine at the back. They arch around the thoracic cavity, slanting downward to the front. As they are moved upward they swing toward the front, thereby deepening the cavity from front to back; they also swing out sidewise, thereby widening the cavity. The cavity is thus enlarged in all directions when the ribs are raised. The reader should trace out some of the ribs on the body; they may be marked by a moist blue or flesh pencil. A tape-meas-

ure around the chest will show how it enlarges. If the two hands are spread around the sides, the ribs can be felt to cause expansion to the front and sides.

It is quite unnecessary to burden the memory with the names of most of the muscles that move the ribs; their effects should be observed by watching and feeling the chest during breathing.

The collar bone—clavicle—on each side is held up by muscles in the neck. The top rib is attached to the clavicle, and each succeeding rib is attached to the one above it. When the muscles of the neck are contracted, the clavicles and all the ribs rise. The chest is lengthened, and on account of the angular swing of the ribs is also widened and deepened.

Little muscles from rib to rib and from the ribs to the spine can also pull up the ribs and thus widen and deepen the chest. The diaphragm does the same by pulling up the several ribs to which it is attached around its edge. The ribs are also raised by bending the spine backward.

The ribs are lowered by their own weight, by muscles that run from the ribs to lower points on the breast bone and spine and by small muscles between the ribs. The lower ribs are also moved downward by bending the spine forward.

The diaphragm is a broad, thin muscle whose edges are attached to the lower ribs and the spine. It is arched over the liver, stomach, and other abdominal organs. When it contracts, it pulls up the lower ribs and pulls down the abdominal contents. It thus both widens and lengthens the thoracic cavity. The muscles of the abdomen and the flanks press the abdominal contents into the thoracic cavity and shorten it.

The manner in which the chest cavity is enlarged and diminished is shown in two excellent X-ray photographs prepared for this article by Professor Calzia, of the Phonetic Laboratory of Hamburg.

The clavicles are seen at the top sticking out to each side. The ribs are seen curved downward from the spine and up again to the breast bone; the parts next to the spine are the most pronounced in the figures. The heart appears as a dark

\* This is the tenth of a series of articles on the Mechanism of Speech, by Professor Scripture, late of Yale University, now of London and Hamburg.

† Author of *Elements of Experimental Phonetics*, *The Study of Speech Curves*, *Stuttering and Lispering*, etc.



FIG. 1.—FRONT VIEW OF CHEST JUST BEFORE INSPIRATION

shadow. The abdominal contents—liver, etc.—form the black dome below. Figure 1 shows the condition at the end of an expiration when the inspiration is about to begin. The ribs are steeply arched. The width across the chest is small. The abdominal contents stand high up in the chest. The cavity is thus short and small. Figure 2 shows the condition when a deep breath has been taken. The ribs are raised at a greater angle to the spine and the width of the chest is much increased. The abdominal contents have descended and the cavity is much lengthened. From observation of the two figures, one would say that the chest cavity had increased by about one-quarter in all its dimensions.

To breathe in, or inspire, those muscles must be contracted which enlarge the chest cavity. This group consists of the muscles that pull up the ribs and of the diaphragm. They are often called the muscles of inspiration. To breathe out, or expire, those muscles must contract which diminish the chest cavity. This group includes those muscles that pull down the ribs and those that press the abdominal contents upward into the thorax. They may be called the muscles of expiration. To each of these groups we may add the muscles that bend the spine backward or forward.

When the muscles of inspiration act, the muscles of expiration yield. The inspiration is controlled by the relation of



FIG. 2.—FRONT VIEW OF CHEST AT THE END OF INSPIRATION

the contraction of one set to the relaxation of the other. In expiration the relations of the two sets are reversed.

It is customary to speak of various types of breathing according to the stress that is laid in some part of the whole process. In "clavicular breathing" the neck muscles are used more than normally. In "thoracic breathing" the emphasis is laid on the rib movement; in "abdominal breathing" on the abdominal movement. Men generally move the abdomen more than women, while the latter rely more on chest movement. Men may be said to have the abdominal type, while women use the chest type. It must be remembered, however, that all forms of breathing always occur together. Every man uses chest breathing as well as abdominal breathing.

In ordinary respiration the breath is inspired and expired slowly, noiselessly, and unconsciously. The inspiration occurs exclusively through the nose. The inspiration is followed by a slightly longer expiration; this is followed by a brief pause, after which a new inspiration begins.

Movements of the chest and abdomen during breathing can be recorded by means of instruments called "pneumographs." One form is shown in figure 3. Two metal cups with rubber tops are fixed over the chest or the abdomen by a band. Expansion draws air into the cups; contraction drives it out. The cups are connected by a rubber tube to a small recording tambour. This is a metal cup with a rubber top which moves a light recording lever. The line drawn by this

lever on the smoked surface of a revolving drum gives a record of the breathing movements. Records of breathing during various conditions are shown in figure 4. Figure 3 is reproduced by permission of the Macmillan Company, from Scripture's "Stuttering and Lispings," and figure 4 by permission of the Yale University Press, from Scripture's "Elements of Experimental Phonetics."



FIG. 3.—RECORDING MOVEMENTS OF BREATHING BY THE GRAPHIC METHOD



FIG. 4.—TYPICAL FORMS OF BREATHING RECORDED AS IN FIG. 3



"When Christianity preached the love of one's neighbor it raised the natural instinct of man's fellowship with his kind into a holy commandment."

—Max Nordau.

DEAR FRIENDS OLD AND NEW:

Next month will be the first birthday of the Friendly Corner! It was launched forth on a sudden impulse, as an experiment, to see if the readers of *THE VOLTA REVIEW* would enjoy a page of their own, on which to exchange ideas on subjects of mutual interest and to tell of new and interesting experiences of any nature that had come into their lives. The inspiration for the continuation of this project depended, necessarily, upon the readers themselves. I have received many friendly and enthusiastic and helpful letters from people in almost every State in the Union. Through the medium of the Correspondence Club, it has been possible to bring many of these people into communication with one another, and some charming and delightful friendships have resulted. This closer intercourse between hard-of-hearing people has made for clearer understanding, which is, of course, the basis of all good team-work and successful progress. This then is the good fruit of the first year!

I am very much pleased with the success of the Friendly Corner as I look back over the summer, spring, winter, and fall, and yet I am a little doubtful and hesitant about the future. Most of you lead busy and eventful lives, and may, perhaps, feel that you "haven't time" to help the Friendly Lady, much as you would like to. You hope and trust that some one else who has more leisure will do it, and likely as not some one else will *not* do it. I hardly dare to continue the Friendly Corner another year, under these circumstances, unless I can be confident

that it will actually *move forward*, for otherwise it will surely die a natural death within a very few months. If I could be assured that each one of you will do something—if only to send an opinion in answer to some one of my many questions or by asking one in turn, at least just once during this next year, I would gladly light the second birthday candle and keep the Corner bright and cheery as a meeting-place for all my friends.

Just how much does the Friendly Corner mean to you? Enough to follow out the little request I have just made? If so, will you please write me—if only a postal-card—and say that you want the Friendly Corner in *THE VOLTA REVIEW*? It is *your* page and I must find out in some way how you feel about it and whether or not you wish it to be continued.

There is one other thing I wish to mention, and that is a big and daring scheme that was suggested by one of our hardest workers, with the greatest of visions, in the profession. She thinks that the idea of the Correspondence Club is so good that it should be expanded until it includes the whole of the United States. She suggests, for example, that each club, league, and guild should have a Correspondence Club department with a chairman at its head, and that all members of these social bodies (living near or far from the headquarters) should be invited to join the Correspondence Club. All those who joined would thus become better acquainted with the members of their locality who were deafened, and al-



though distance might make it impossible to attend some of the functions, they would then enjoy hearing about it from the letter of some new "friend." Any number of advantages in addition to the one just mentioned will occur to you. The chairman would keep one or two Round Robin letters (Ring letters, we have been calling them) in circulation among the members of his department. Then the chairman of all these new clubs could glean the interesting and important topics discussed in these circular local letters and write the news to the other chairmen in other parts of the country. Under such organization a great deal of progress should be made for the cause of the deafened. To carry out the scheme still farther, I, as the Friendly Lady, could keep in touch with these chairmen and publish in the Friendly Corner the vital matters that would appeal to all the readers. Please give this project your careful consideration, and after you have fully discussed and considered it, will you write

what you think about carrying it through? If you see defects in the plan, will you kindly point them out and suggest remedies? If you can think of a better plan, will you please outline it for me? If you like it just as it is, will you ask the secretary of your local organization to write that your club will support this plan? I should like to hear from the secretary of every organized social group for the hard of hearing in this country.

I have a request for members from one of the readers who wishes to form a practise class in lip-reading or a club in or near Fort Worth, Texas. Does any one know of any person who might like to join such a class?

In closing I wish to thank you all for your support and encouragement this past year.

Yours most sincerely,

THE FRIENDLY LADY,  
35th Street and Volta Place,  
Washington, D. C.

## RIDDLES FOR LIP-READING PRACTISE

By ALICE N. TRASK

### ANIMAL RIDDLES

#### 1. Cottontail:

My first is used in sewing.  
My second grows on every animal except the guinea-pig.  
My whole is a wild rabbit.

#### 2. Hedgehog:

My first is a fence formed of bushes.  
My second is smoked and used for food.  
My whole is often called a porcupine.

#### 3. Greyhound:

My first is the favorite color of the Quakers.  
My second is an animal used in hunting.  
My whole is the name often given an ocean steamer.

#### 4. Timber-wolf:

My first is standing trees.

My second is a cruel animal that kills sheep.

My whole is feared by man and beast.

#### 5. Rocky Mountain Goat:

My first is the place abounding in stone.

My second is a very high hill.

My third is an animal that will eat anything.

My whole inhabits the high Sierras.

#### 6. Boston Terrier:

My first is a city called The Hub of the Universe.

My second is a small animal that is unusually smart.

My whole is a dog with a long pedigree.

#### 7. King Charles (Spaniel):

My first is the ruler of a monarchy.

My second is a man's name.

My whole was a famous king of France.

8. Baboon:

My first is what the sheep say.  
My second means a blessing.  
My whole is a fierce monkey.

9. Elk Horn:

My first is a member of the deer family.

My second is used by huntsmen and musicians.

My whole is the name of a small place in California.

10. Cinnamon Bear:

My first is an aromatic spice.

My second is a name given to speculators in stocks.

My whole is a large carnivorous animal.

11. Donkey:

My first is a boy's nickname.

My second will open a locked door.

My whole is a beast of burden.

12. Airedale:

My first we breathe by day and night.

My second is a small valley between mountains.

My whole is a fine breed of dog.

13. Buffalo:

My first is a brownish yellow color.

My second is the first word used in telephoning.

My whole is a beautiful city in the State of New York.

14. Cart-horse:

My first is used in hauling heavy loads.

My second is one of the most intelligent animals.

My whole works hard all day.

15. Antelope:

My first is the most industrious of insects.

My second is the way some people marry.

My whole lives in mountainous regions.

16. Field-mouse:

My first is where the cattle graze.

My second some women fear.

My whole lives out of doors.

17. Chipmunk:

My first is a bit of wood.

My second is a priest in a monastery.

My whole is a pretty little squirrel.

18. Catamount:

My first is a domestic animal.

My second is a name for a horse.

My whole is a wildcat.

19. Anteater:

My first is my mother's sister.

My second is one who feeds.

My whole lives on one variety of insect.

20. Fur-seal:

My first is used to protect us from the cold.

My second lives in the ocean.

My whole is one of the most valuable fur-bearing animals.

21. Bull Moose:

My first was used in fights in Spain.

My second is a variety of elk.

My whole is associated with Mr. Roosevelt.

22. Ground-hog:

My first is the surface of the earth.

My second is a swine.

My whole is a weather prophet.

23. Great Dane:

My first is an adjective meaning large.

My second is a native of Denmark.

My whole is a huge hound.

BIRD RIDDLES

1. Peacock:

My first is a vegetable that grows in the spring.

My second crows in the morning to waken the household.

My whole has a wonderful tail of beautiful feathers.

2. Golden Pheasant:

My first is the color of gold.

My second is an expensive article of food.

My whole is a game bird of rare beauty.

## 3. Cuckoo:

My first is one who makes pies and soups.

My second is the sound of long double o.

My whole is a bird that derives his name from his note.

## 4. Barn-owl:

My first is the place where horses and cows sleep.

My second is thought to be very wise.  
My whole can see in the dark.

## 5. Sparrow-hawk:

My first is a bird plentiful in all cities.

My second is hated by the farmer.

My whole is a bird named for another bird.

## 6. Wood-pigeon:

My first is used in building houses.

My second is both wild and tame.

My whole is often called a ring dove.

## 7. Whip-poor-will:

My first urges a horse to greater speed.

My second is the condition of half the world.

My third is read after death.

My whole is what this bird says.

## 8. Wild Turkey:

My first is the opposite of tame.

My second is eaten by the rich on Christmas.

My whole was shot by the Pilgrims at Thanksgiving.

## 9. Imperial Eagle:

My first is another word for royal.

My second can carry a lamb in its talons.

My whole was the emblem on the German flag.

## 10. Chimney Swift:

My first allows the smoke to escape from the house.

My second was the name of an English clergyman.

My whole builds its nest in chimneys.

## 11. Toucan:

My first is one plus one.

My second is a receptacle for preserving food.

My whole is a tropical bird with a large beak.

## 12. Hermit Thrush:

My first is the name of a man who lives alone.

My second is famed for its beautiful note.

My whole is often called "the lonely bird."

## 13. Kingfisher:

My first is a monarch who rules a country.

My second is one who spends his time in catching fish.

My whole is a bird of bright plumage which lives near rivers and streams.

## 14. Blue-jay:

My first is one of the colors on the American flag.

My second is the tenth letter of the alphabet.

My whole has a crest on his head and lives in cedar trees.

## 15. American Robin:

My first is the greatest nation in the world.

My second is the first harbinger of spring.

My whole has a pretty red breast.

## 16. Canvasback:

My first is used for the sails of boats.

My second will ache if it is overburdened.

My whole lives in Chesapeake Bay and is a food with a very delicate flavor.

## 17. Prairie-hen:

My first is a large tract of land destitute of trees.

My second lays eggs for breakfast.

My whole is a species of grouse.

## 18. Humming-bird.

My first is like the sound of the bees.

My second lives in every corner of the earth.

My whole is the smallest of all birds and it feeds on the juices of flowers.

## 19. Whooping Crane:

My first is the name of a very bad cough.

My second supports a kettle over the fire.

My whole is a wading bird with long legs and neck.

20. Wilson's Snipe:

My first was the 28th President of the United States.

My second is a bird with a long, slender bill.

My whole is highly prized as food.

21. Goldfinch:

My first was found in "49" in California.

My second is a small singing bird.

My whole has golden wings.

22. Waxwing:

My first is used to polish floors.

My second is possessed by all birds.

My whole is a bird with a yellow beak.

23. Jackdaw:

My first is the boy who climbed up the bean stalk.

My second is the last name of a little girl named Marjorie.

My whole belongs to the blackbird family.

24. Sea-gull:

My first is the ocean.

My second is another name for a dupe.

My whole is a web-footed bird with a hooked bill and long, narrow wings.

25. Skylark:

My first is the vault of heaven.

My second is another name for a frolic.

My whole is a bird that sings and mounts as it flies.

## THE SAD CONDITION OF DEAF CHILDREN IN BRAZIL

### EDITOR VOLTA REVIEW:

Owing to delayed sailings of ships and infrequent trains in Bolivia and Peru (in some places there is only one train a week), our stay here, in this most beautiful and picturesque Rio de Janeiro, must be much shorter than we would like. We arrived one evening and on the following day I presented myself at the school for the deaf.

Unfortunately, it was a legal holiday and there was neither shop-work nor classes going on. The Director, Dr. Custodio José Forreira Mortins, a man of perhaps sixty-five years of age and apparently not in good health, took me about the building and through the empty rooms.

The school is located at Laranjeiras 232, in a residence part of the city. The building, which is the property of the school, is very handsome, well built, and, for a purely typical institutional arrangement, well planned. The original plan was for a double school, under one roof and one director—a school for girls and one for boys. The main building has a dividing wall through its center, on one side of which is the school for girls and

on the other that for boys. The only thing in common is the kitchen, which extends across the width of the building, with openings into the dining-rooms on both sides of the central dividing wall.

There is a school for girls located at a town somewhat remote from Rio de Janeiro, and it was expected that the government would move this school to Rio and unite it with the boys' school. The girls' school is not a public enterprise, and thus far has successfully resisted all efforts to unite it with the institution in the capital.

Only one-half of the building, therefore, is at present used by the school. That half has accommodations for one hundred boys, and there are many more than that seeking admission. Nevertheless, the present number of pupils is only forty-five, and the Director explained this by saying that there was not money enough to support more than that number.

When one thinks that Brazil is larger than the United States, exclusive of Alaska and our overseas possessions, and has as great resources as are possessed by the United States, and that Rio,



THE BEAUTIFUL BUILDING OF THE NATIONAL INSTITUTION FOR THE DEAF, RIO DE JANEIRO, BRAZIL.

as well as other cities of Brazil, possesses many millionaires and very great wealth, this state of affairs at the school for the deaf does not reflect credit on the country or its people.

Adjoining the handsome school building is a very handsome granite residence, provided for the Director and his family. He has the good fortune to be the brother-in-law of one of the most energetic and prominent men of Rio, a former mayor of the city and now a senator.

The appearance of the boys as I saw them digging in the dirt in the back yard, where no provision was made for games or exercise, and the very dirty bedding I saw in the dormitory saddened me.

The school-rooms were entirely destitute of any of the educational material one finds in the poorest schools for the deaf in our own country and which was so plentifully provided in the school for girls in Buenos Aires and in both schools in Montevideo. There was nothing except a blackboard and some desks.

There are three men teachers for the forty-five boys, and a bookbinder, a cobbler, and a teacher of drawing. As the Director replied to my questions, my wonder and my sorrow grew. The boys

rise at 6 o'clock, breakfast at 7; at 8 there is a drawing class for some and the others are put down for gymnastics, though I saw no gymnasium or gymnastic apparatus. At 9 o'clock they go to a big bare room, where they are taught to bind books, and to another, smaller, room, where some are taught to repair shoes. From what I saw in the bindery I think the work done there must be quite profitable financially to the institution. At 11 o'clock the three teachers have three classes in articulation and language. At 12 there are three classes in arithmetic and a class in modeling. At 1 o'clock the boys return to the shops, where they remain till 4, when supper is served. They had their lunch at 10 o'clock in the morning. At 7 they are given coffee and bread, and they go to bed at 8.

You will see that all the educational work is done from 11 to 1 o'clock and is confined to the most rudimentary instruction in articulation, language, and numbers. The instruction, I was told, is entirely oral and written. The day of my first visit was a holiday, so I saw no class-work.

When I arrived, at 11 o'clock on the day when the school was supposed to be in session, by the information the Director gave me, I found all the boys loafing



AND A GROUP OF THE ILL-CARED-FOR LITTLE BOYS WHO ARE ITS PUPILS

around in the big bookbinding room and the cobblers' shop, some few of them making a pretense of work, but most of them doing nothing. I had met the Director at the door, with his hat on and cane in hand, about to go out. He greeted me, excused himself, waved me to enter if I wished, and proceeded on his way.

The hall porter assured me that the teachers were due and should arrive at any moment. He said that when they were late they continued their classes later in the afternoon, to make up for the late beginning. He said this happened frequently.

I had a friend with me, who spoke Portuguese fluently, so I was able to get my questions answered freely. We stayed around with the boys till 11.30 o'clock, trying to talk with them, but unsuccessfully. I did not hear one of them speak to another boy, but several who had become deaf after acquiring speech and language addressed a few words to us.

On returning to the entrance to see if anything had been heard of the teachers, I saw a young man sitting in the hall, smoking a cigarette, and my friend asked for me if he was one of the teachers, but he proved to be the office clerk, with nothing to do.

We then roamed around upstairs in the school-rooms and the dormitory. In one of the school-rooms we surprised a young man writing French on a black-board from a French-Portuguese grammar. He looked very guilty when we opened the door, and began hastily to rub out what he had written. When we assured him that we were much pleased to see him trying to improve himself, he smiled and seemed quite relieved. He proved to be a servant employed in the kitchen and dining-room, who was trying to learn French in his leisure moments. We asked him if there would be any classes that day, and he said he did not know. They were supposed to begin at 11 o'clock, but the teachers were very irregular, and from one-third to one-half of the time they did not have any lessons at all. It did not appear to be a very important matter to him or anything to be especially surprised or troubled about.

At 12 o'clock my friend and I borrowed a basket from the hallman and brought in fifty boxes of candy that I had supplied myself with for the boys, who, when I first saw them, looked as if they had never seen any such thing.

We took them out to the bindery, and the attendants lined the boys up and we

distributed the packages. They were received with moderate pleasure and one or two spoke their thanks, the others confining themselves to a sort of military salute. Not one of them made any attempt to untie the string and see what was within.

My friend and I then said good-by and went into the hall, but peeped over the top of the half door. The moment the incubus of our presence was removed, the papers began to come off the packages, and then the shouts that arose would almost have carried away the roof. Some of the boxes were in the form of funny heads, others flowers and fruits, etc., and soon there was a procession of boys dancing around the big room, each holding up his own box for the others to see and yelling like an Indian. It did my heart good to see them break loose, and while we were watching we saw no attempt to curb their demonstration.

At 12.45 o'clock we gave it up and left, though the hall porter insisted that the three teachers might arrive at any moment, and that lessons would continue proportionately long in the afternoon.

The Director informed me on the occasion of my first visit that pupils are

received at the age of nine and can remain six years, but not after they are eighteen.

The school building is really magnificent in appearance and perfectly satisfactory to house a really good school of the institutional type. It made my heart sick to see the lives of these helpless boys sacrificed to ignorance and indifference. Undoubtedly what they get is much better than the nothing of Peru and Bolivia, but infinitely worse than is provided for the deaf girls of Argentina and the deaf boys and girls of Uruguay, and very much worse than Argentina supplies for her deaf boys.

Owing to the present financial depression in Brazil and the relation which exists between the Director and one of the most influential politicians of the country, I see no prospect of success in a campaign now to better conditions at the school, but eventually Brazil will awaken to this disgraceful condition within her gates.

I am fairly familiar with schools for the deaf all over the world and this is the worst I have ever seen.

Yours, always with best wishes,

JOHN D. WRIGHT.

## FAITH-HEALING AND DEAFNESS

By WILLIAM T. WALTON

THE PRESENT article has been suggested by the outstanding proportion of cases of deafness reported cured at the various faith-healing missions now touring the country.

It is necessary, first, to bear in mind the wide meaning the word "deaf" generally has; it is unlike the word "blind," which expresses a fairly definite state and gives a pretty accurate notion of what the word is meant to convey. "Deaf" may mean anything from a little dullness in the hearing to total oblivion. It should also be borne in mind that the hearing is peculiarly susceptible to variations in efficiency, alike in those with normal and those with defective hearing. These variations, with normal hearing people's sense of hearing, come so near

to inefficiency in a respectable proportion of cases as to be alarming, these alarming cases probably finding a large proportion of the faith cures. The variations, being due to temporary state of mind and body, vary or "cure" accordingly.

It is difficult to give instances of slight cases of the variations, but if one considers that the same causes that produce the marked varieties will also produce the slighter ones, the case will be clearer. Take the effect of attention. The soldier on outpost duty in No-man's Land had often abnormally acute hearing while out, though not noticeably better than the average on his return to ordinary conditions. One man told me that he could hear a man move in the grass or brush

at two hundred yards; and, as others have put it, "you had got to hear."

A disordered sense is still more subject to illusion than the normal. For example, it is a commonplace that lip-readers, able to hear to some extent, cannot tell whether a message was sent to the brain by eyes or ears, the sensation being that of sound; but this is contradicted by the knowledge of deafness. Then the second thoughts are often abandoned for the first, the argument being that "my hearing is getting better." This frame of mind is so common and persistent that there is a fairly widespread belief that lip-reading improves the hearing.

Another fruitful cause of illusion is the similarity of the message given the brain by what I will call the sense of mass touch—that is, vibrations received by the body generally. A passing street-car at thirty to one hundred feet distance conveys the same message to the deaf that it does to the hearing some distance farther away. I believe this sense of mass touch is peculiarly liable to states of extreme acuteness in some, mostly deaf, people. I have known several cases of deaf chess and checker players who, when under the excitement and nerve tension of match or tourney play, could not tolerate the slightest movement in the room. Though the noise would go unnoticed by the hearing players, it would drive the deaf distracted. It is only the knowledge of deafness that prevents the illusion that they hear, and it is very probable that a suggestion made to a suitable case that his hearing was returning would make him think that all these sensations felt were heard, and the man in the street, noticing the increased sensitiveness to what to him is primarily often only sound, would find no difficulty in believing in another marvelous faith cure.

Apropos of one of the cases reported at Massey Hall, Toronto (Bosworth's Mission), it is that of a deaf-mute we will call A. At work the next day, A. was full of the cure and informed all his shopmates of the wonderful improvement in his hearing. He said, "I now hear the street-cars" and "I never noticed them before." As the street-cars in Toronto give a fairly decent imitation of a

seismic disturbance, the last statement is open to some doubt. To test the first, his shopmates whistled behind him at four or five feet distance, but his attention was not gained, though it drew the attention of men in the next shop, some ninety feet away. Of course, there is no reflection intended on A.'s character for truth-telling in the ordinary sense; for, despite the fact that man is not a truth-telling animal, I should say he varies from the species favorably, as truth is ordinarily understood, anyway.

The excitement A. would labor under would persist for some time and make all his senses more acute, including that of mass touch. This, with the will to believe, the human love of the marvelous, and the limelight, is enough to wreck most memories. It should be noted that A. does not speak, and the passing cars would not thus be continually brought to his attention by reminders from his friends to "Speak up; I can't hear you for the cars."

I have personal knowledge of several cases treated at a revival in Toronto lately, and a week after the treatment, or whatever the term is, the cases are all back where they were before. One case of cure was claimed for severe deafness in a lady of my acquaintance. I had known her for years and had never known she was deaf. I had seen her carry on conversations without being aware of anything wrong, so I inquired, and I found that she was slightly deaf, but "hardly enough to interfere."

I do not see how a slight improvement can be noted by the means the ordinary person employs, and there are no cases of marked improvement proved; and as for marked deafness that has persisted for any length of time, it is generally recognized, both by the deaf and by aurists, as incurable. Notwithstanding this, there is a general notion in the public mind that many cures have been effected by divers means, the most commonly attributed being shock and faith-healing.

Medical Science, however, regards marked deafness of long standing as incurable in the present state of knowledge, and beyond saying cautiously that there are few, if any, known cases properly



authenticated, makes no reference to the general superstition prevailing, at least as regards shock cures.

Another indirect proof in rebuttal is furnished by the experience of the deaf themselves. The deaf may be said to constitute a distinct, if rather loose, society. Proof of this is furnished by the special magazines for the deaf, national and international conventions, &c. Any knowledge of such cures would spread much more rapidly inside the society and be more easily susceptible to proof or disproof, and also, by the very nature of the society and the case, be more searchingly examined. Such cures are unknown to the deaf, and as they are also unknown to aurists, the two classes most directly interested and also those coming into closest and most general contact with the deaf, it may fairly be taken that the cures are not real in cases of marked deafness; and I think that I have given fairly plausible reasons for the possible cures of slight deafness.

I am not saying that cures of any kind never happen at faith-healing missions; they may happen anywhere. According to one prescription, a disease was cured by placing the patient between the two halves of a hare and a pigeon recently killed. Of course, the patient might recover; but is it a case of cause and effect? How the above association of ideas originated, it is difficult to imagine. In the case of faith-healing, it is easier to see the cause of the belief. So many cases have been taken to the faith-healer that it would be astonishing indeed if some were not cured. For example, in a given number of cases of sickness left untreated, a certain proportion will recover. Any incantation over these cases would get the credit of the cure.

The vagaries of the human mind are well illustrated in the story of how one of Sir Walter Scott's admirers proposed to cure him of an inflammation of the bowels by making him "sleep" a night on twelve smooth stones gathered from twelve different brooks, which was, it was said, a recipe of sovereign power. Scott got out of it by telling his "physician" that he had mistaken the prescription, and that the stones were of no virtue unless wrapped up in the petti-

coat of a widow who had never wished to marry again. As "she" could not be found, some F. R. C. P. of Edinburgh got the job of curing him.

It should not be forgotten that mind has a certain influence over matter, often sufficient to cause changes in the organism; but the point is that our dim understanding does not imply the absence of laws. Psychic phenomena are just as subject to natural laws as any physical phenomena, and no faith will alter these laws. No desire, however ardent, will wrench one link out of the chain of cause and effect. Not intentionally, maybe, but nevertheless the believers in this faith-healing stuff are degrading religion to the level it had in the mind of the prehistoric savage.

#### KEEPING CHILDREN IN SCHOOL

Every State now has a compulsory day-school attendance law, according to information recently furnished by the U. S. Department of Labor through the Children's Bureau. The Bureau has just completed an analysis of education laws affecting child labor, the results of which are published in a chart entitled "State Compulsory School Standards Affecting the Employment of Minors."

In five States attendance is required until 18 years of age, in two of these in certain districts only; in three until 17, and in 32 until 16. One State requires attendance until 15, six others and the District of Columbia until 14, and one State requires attendance until the age of 12 years, but applies this to illiterates only.

Unfortunately, the exemptions in the majority of States are so numerous that they greatly limit the application of the law. The most common exemptions are for employment or upon completion of a specified school grade. Four States specifically exempt for work in agricultural pursuits, three with no age provision. The laws of 14 other States contain loosely worded provisions exempting a child at any age, which might be used to cover absence for farm-work as well as for many other purposes. Several States exempt a child whose services are necessary for the support of himself or others, without any age or educational provision.

The amount of attendance required is still unsatisfactory in many States, several demanding only 12, 16, or 20 weeks in a year. Even in States where city children must attend for 8 or 9 months, the amount of attendance required in rural school districts is sometimes considerably less.—*Children's Bureau, U. S. Department of Labor.*

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# WHAT EXPERIMENTAL PHONETICS HAS ACCOMPLISHED FOR THE INSTRUCTION OF THE HARD OF HEARING AND THE DEAF

By Prof. Dr. G. PANCONCELLI-CALZIA, Hamburg

As Translated by A. Kes

FOREWORD.—In the following lines I give the results of the investigation in applied experimental phonetics which since the publication of Gutzmann's "Sprachheilkunde" (Science of Correction of Speech), that is, since 1912, have been obtained in Germany. I begin first of all with what has been done in the phonetic laboratory of the Hamburg University. Probably the following statements will be of interest to American readers, and I would urge them to make a comparison with American conditions.—*Calzia*.

## I. THE ABILITY OF THE HARD OF HEARING FOR SINGING

MISS CLARA HOFFMANN, teacher of the development of the voice, for years co-operator of the phonetic laboratory, has studied this question (viz., No. 3 of the *International Central Magazine for Experimental Phonetics: Vox*, 1914). Miss Hoffmann has for fifteen years studied normal children in relation to the production of voice. After considerable experience with the normal children she extended her examinations to the hard of hearing and the deaf in the School for the Hard of Hearing of Hamburg, and found that instruction in singing was totally neglected. Only one teacher, who had been working in the institution for a short time and never had had the idea that the children could not sing, had been singing with his pupils for a few minutes every day. This enticed Miss Hoffmann further to examine what remnant of musical ability was left in the hard of hearing.

She started with the younger pupils. It seemed to be hopeless, as the children who, generally speaking, were able to sing a melody in a certain measure knew only street songs. In the older classes were more children who were not only able to sing the melody distinctly, but rendered the full song faultlessly and with musical feeling. This was the more astonishing, as one of these children had been hard of hearing for the last four or five years, another was born hard of hearing, and a third had become hard of hearing at the age of three or four. Miss Hoffmann describes in a very instructive manner the effect her experiment had on the children.

. . . "It appeared that they got a

desire for music, so that they kept on singing even when I went away. One class sent a little deputy with the request to return to their room and sing a song to them. I promised to do so as soon as I was through with my examinations. Just then there came a pause, and what did I see by going out of the room? In the hall was the whole class assembled around their teacher, waiting for me, in order that I would not escape. One could not wish a more attentive audience, nor brighter eyes for thanks. All this proves that even those who have partly lost the proper organ for music, the ear, have not lost the heart for music, nor the love for it. Now comes the question whether one should not allow those children to sing more or less beautifully, not only to give pleasure, but also to extend to them the noble influence on the soul particular to music. Let the figures speak."

Here are Miss Hoffmann's figures:

Of 102 children singing a self-chosen melody—

50 children sang entirely correctly.

20 children sang almost correctly.

14 children sang so that the tune was recognizable.

18 children seemed to be totally unmusical.

Thus, for about 70 per cent of the children the instruction of singing, as was urged by Miss Hoffmann for the hard of hearing, might be taken into consideration.

How is it with this in the North American institutes?

## 2. THE VOICES OF THE HARD OF HEARING AND THE DEAF AND DUMB

On the occasion of the foregoing examination, Miss Hoffmann examined also

the sound of the voice of the deaf and dumb, the pupils of the school for the deaf of this place and of the school for the hard of hearing (viz., *Vox*, 1914, No. 3). Breathing was everywhere absolutely bad. Miss Hoffmann, however, thinks it is restorable. Of 110 *deaf and dumb* children only about 5 had hard voices; the remainder possessed soft voices. Miss Hoffmann asked herself how this was possible, as the deaf and dumb lacked the aid of good breathing and nobody had paid any attention to voice culture, because of the difficulty of teaching them speech in general. Her explanation of it is that the deaf and dumb breathe under more distinct articulation conditions than normal hearing people. Carelessness causes that we normal hearing people make weak movements or as few movements as possible of the organs of speech. The voice sounds much better, however, when we speak carefully (without convulsive motions of the muscles of neck and throat, without excessive movements of the lips, etc.).

Of 102 *hard-of-hearing* children, however, almost half of them had hard, coarse, and rough voices. Miss Hoffmann questions whether it is advisable, with so much wrong formation of sounds in general, to incite the little hard-of-hearing children to sing. She gives herself the following answer:

"Many of the defects of the voice will disappear by right breathing. Every child can and must learn this. As for the rest, singing, for an hour twice every week or 10 minutes every day, even with bad sound formation, will do a child no more damage than continuous speaking with its improper voice production, especially as there cannot be great expectations with these children in regard to singing. I would try it."

What is the opinion of the North American teachers about this?

### 3. THE QUANTITY OF BREATH, ESPECIALLY OF THE DEAF AND DUMB

The Hamburg teacher of the deaf, Mr. Alfred Schaer, has investigated the vital capacity of hard-of-hearing, deaf and dumb, and normal children by means of a spirometer. In 1913 he examined 61 boys and 55 girls, pupils of the Hamburg

Institution for the Deaf (*Vox*, 1913, No. 2), and came to the conclusion that—

1. The breathing of the girls was considerably worse than that of the boys.

2. During the school hours the breathing of the pupils grew noticeably worse.

Inspired by these results, he extended his examinations to the normal children of some of the local public schools. In the meantime he examined also deaf-mutes of neighboring schools as well as the pupils of the local schools for the hard of hearing. He published his first results in *Vox*, 1913, No. 6, but not before 1914 did he draw definite conclusions in his report at the First International Congress for Experimental Phonetics, at Hamburg, according to which the examinations of 109 deaf-mutes and 92 hard-of-hearing children, as well as of 935 pupils of the Hamburg public schools, in regard to the degree of the vital capacity, proved his hitherto-obtained results, viz:

1. That lack of speech training is hindering the growth or development of the lungs.

2. That by the teaching of speech the muscles of the organs of breathing can be strengthened.

3. That by too extensive training of the lungs of the pupils instead of strengthening show a weakening. To prevent any such damage to the lungs, it is advisable to give to beginners or new pupils at the most 18 hours per week and raise same gradually to 32 for boys and 30 for girls.

Have American pedagogues made the same observations?

### 4. KINEMATOGRAPHY AND THE INSTRUCTION OF THE DEAF

The idea of photographing the movements of speech, to use them in the instruction of the deaf, is not new. Felix Hément obtained in 1885 the aid of moment photography and Démény and Marey did the same in 1892. Gutzmann aimed in 1895 to produce a series of types of the different species of sound pictures by means of moment photography. Mari-chelle worked intensively in this field and reported on it in detail in 1902. Much has been written on this subject, mostly, however, to take the matter into consideration and to make a study of it.

Since 1914 we have been trying to find out whether and to what extent the kinetograph can be used in the instruction of the deaf. In May, 1914, the above-named teacher of the deaf, Mr. Alfred Schaer, made experiments in this matter, which, however, were interrupted by the World War. Two years ago a committee of teachers of the local school for the deaf were able to proceed again with the experiments. In the phonetic laboratory were prepared two test-films, the speech material of which was arranged as follows:

1. Sentences with a meaning.
  - (a) With gestures (expression).
  - (b) Without gestures.
2. Words.
3. Meaningless groups of sounds.
4. Single sounds.

They were spoken by a woman teacher of the deaf and a beardless man, who articulated pretty exactly.

The films were reproduced before deaf-mutes and normal people. Mr. Jankowski, teacher of the local school for the hard of hearing, by order of the above-mentioned committee, has classified the results of these reproductions (viz., *Vox*, 1921, No. 1) as follows:

a. A group of 7 lip-readers, 4 deaf-mutes and 3 normal people, gave a total of 798 readings, 184, or 23.05 per cent, of which were read right; 60, or 7.52 per cent, partly right, and 554, or 69.43 per cent, wrong or not at all.

b. From another group of only normal people inexperienced in lip-reading were given 43 records, with a total of 2,064 readings; 700 of these, or 34 per cent, were right; 1,374, or 66 per cent, wrong.

Considering that these films were the first trials in this field, and therefore subject to many imperfections; also, that the readers for the greater part were totally inexperienced, the results may be called very satisfactory.

Because of the high prices of materials, no other films for lip-reading have been made since. The question of the usefulness of such films for the teaching of lip-reading to deaf-mutes, deafened and hard-of-hearing people, judging from the first trials, may be answered in the

affirmative. For this purpose there would have to be prepared a whole series of films, containing all the exercises, methodically classified. This extensive material would also give to the examiner the possibility of solving many other problems in regard to the instruction of the deaf.

The above-described experiments, valuable to us as a first trial, should be resumed, systematically and on a larger scale, as soon as the film prices have come down. Perhaps American teachers of the deaf and hard of hearing have an interest in the problem and have themselves made experiments having a practical value. A comparison of the results obtained in both countries would undoubtedly be valuable and inspiring.

#### 5. THE HEARING TEST OF NORMAL AND HARD-OF-HEARING PEOPLE BY MEANS OF SPEECH

Physiologists, psychologists, and specialists have worked out very different methods for the so-called hearing tests. One made use of tuning-forks, watches, instruments, whispering, etc. Among the applied means are many very ingenious and practical. Considering, however, that in our daily intercourse with other people we depend on *spoken language*, it is easily understood that it is of great consequence to investigate whether and to what extent the hard of hearing are able to perceive *spoken language*. This will, therefore, be valuable as test material.

Gutzmann stated that our common speech did not represent a reliable meter, as it was impossible for us to maintain in our speech the same tone, the same pitch, the same force, the same tempo. Therefore, in 1902 and 1908, Gutzmann recommended the phonograph to supply these four factors at all times in the same degree. He himself made the first experiments in this field.

For this reason I made in 1916 two gramophone disks with different series of sounds to get a phonogram as speech acumeter. In selecting the test material, I kept to what Wolf (1871) and Gutzmann (1912) had recommended. I chose 29 sounds and syllables without a meaning and 21 with a meaning. The latter I

used when there was a question of sounds which the phonograph does not at all, or only indistinctly, record. I intended to find out whether the person we examined actually heard and understood or was merely guessing.

For the same purpose many words were used only in sentences.

My series of test material is: 1, *a*; 2, *au*; 3, *Bäume*; 4, *ri*; 5, *ö* (as in *Höhe*); 6, *schmuri*; 7, *a*; 8, *haben*; 9, *ichle*; 10, *achtunddreissig*; 11, *u*; 12, *rujaha* (accent on *a* of *ja*); 13, *Blätter*; 14, *mo* (the same *o* as 5); 15, *e* (as in *see*); 16, *neunundneunzig*; 17, *uch*; 18, *ei*; 19, *o* (as in *pol*); 20, *Bäume haben Blätter*; 21, *ü*; 22, *lä*; 23, *richma*; 24, *Strasse*; 25, *Anna*; 26, *i*; 27, *r*; 28, *schön*; 29, *drei*; 30, *mau*; 31, *je*; 32, *ich wohne in der Königstrasse*; 33, *eum*; 34, *sch*; 35, *jaich*; 36, *scha*; 37, *kinder*; 38, *hachme*; 39, *usch*; 40, *König*; 41, *mirsch*; 42, *wohne*; 43, *eu*; 44, *acht*; 45, *Öhr*; 46, *ha*; 47, *laram* (accent on *a* of *ram*); 48, *äch* (the *ch* not as in *ich*, but as in *ach*); 49, *Anna Kinder sind schön* (the *s* is purposely left out, because (1) it is not recorded on the gramophone; (2) I wanted to state how many of the examined persons would hear it); 50 *Tausendunddrei*.

I tested 48 men (17 to 60 years of age), 41 women (17 to 51 years old), 1 pupil (boy) of 14 years, and 10 pupils (girls) 10 to 15 years old; in all, 100 persons. All of the examined people have normal hearing and the greater part are from north Germany.

My experiments (Passow - Schäfer's *Beibräge*, 1918, X, No. 4) gave the following conclusions:

1. A phonogram offers the possibility of obtaining the four phonetic qualities of spoken language—tone, tempo, pitch, and force—as often as desired, in exactly the same way.

2. A phonogram allows the use of speech as objective meter in acumetry.

3. The partial deafness of the gramophone causes a somewhat imperfect reproduction of spoken language. This, however, is of little influence in acumetry, when the audibility of the selected test material has once been proved by normal hearing persons and care is taken that in following examinations the same reproducer is always used in the same room, at

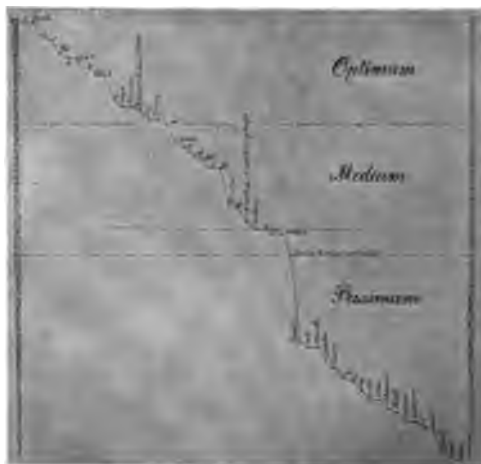


DIAGRAM I

The *Optimum* contains test-sounds 100 per cent to 77 per cent of which were heard correctly (from *a*, *Anna*, to *eu*).

The *Medium* contains test-sounds 75 per cent to 47 per cent of which were heard correctly (from *schön* to *Anna(s) Kinder sind schön*).

The *Pessimum* contains test-sounds 27 per cent to 0 per cent of which were heard correctly (from *Blätter* to *eum*).

the same distance, and the same presentation of test words and sounds.

4. My phonogram, as it is, may be considered an acumetrical medium, although it is especially made up for German-speaking people.

5. To prepare an international phonogram we need a selection of other series of suitable single vowels, diphthongs, and the tongue *r*. In this case there should be other requirements for the audibility of the series than those of my phonograms. I prepared such a phonogram in December, 1916, which is already multiplied in the phonogram archives of the Hamburg phonetic laboratory.

6. Of the 50 test-sounds only one-third were correctly reported.

7. Of the 21 with a meaning, 64.5 per cent were reported correctly, 31.5 per cent wrong, and 4 per cent not at all. Of the 29 without a meaning, 43 per cent were correct, 48 per cent wrong, and 9 per cent not perceived. There are more wrong or not at all perceived sounds with the meaningless tests than with those with a meaning.

8. Diagram 1 shows from medium to pessimum an increasing number of mean-

ingless test-sounds. In the optimum the number of meaningless tests is almost the same as those with a meaning, which results from the fact that the meaningless tests here consist especially of single vowels and the tongue *r*, which are easily reproduced by a gramophone.

9. Wolf (in 1871) and Gutzmann (in 1912) recommend test-sounds without a meaning when the ability for hearing is examined by means of speech, as the tested person has to restrict himself only to his hearing (Gutzmann's *Omission of the Eclectic Combination*, 1908 and 1912). So far as my experiments are concerned, of 662 wrong reports of tests with a meaning, about 429 (64.7 per cent) with a meaning and 233 (35.3 per cent) meaningless; of 1,387 wrong reports of meaningless tests, about 548 (40 per cent) with meaning and about 839 (60 per cent) meaningless. It shows that meaningless tests are not unquestionable, which, moreover, agrees with Gutzmann's experiences.

10. All my experiments were made on normal hearing people to get a reliable standard. Should you intend to use my phonogram and the graphical statistics obtained by me for the measurement of the ability of hearing regarding functional or somatic deficiency in hearing, in my opinion, you would have to proceed as follows:

(a) The following record is made:

Name..... Date.....  
Place of birth..... Age.....  
Examined by..... Ear.....  
Phonogram.....  
Profession.....  
Distance.....  
Remarks.....

1 (100).....	26 (53).....
2 (88).....	27 (97).....
3 (58).....	28 (73).....
4 (8).....	29 (83).....
5 (67).....	30 (81).....
6 (12).....	31 (70).....
7 (88).....	32 (55).....
8 (53).....	33 (0).....
9 (14).....	34 (19).....
10 (58).....	35 (2).....
11 (92).....	36 (14).....
12 (23).....	37 (81).....
13 (27).....	38 (9).....
14 (78).....	39 (7).....
15 (72).....	40 (78).....
16 (92).....	41 (26).....

17 (26).....	42 (52).....
18 (67).....	43 (77).....
19 (96).....	44 (18).....
20 (80).....	45 (93).....
21 (92).....	46 (16).....
22 (52).....	47 (21).....
23 (9).....	48 (1).....
24 (11).....	49 (47).....
25 (100).....	50 (69).....

The figures between parentheses indicate the percentage of the particular test-sounds as indicated on diagram 7; they are useful for a quick entering of the answers. (See further under *c*.)

(b) All patients must always be examined by using the same reproducing gramophone, with the same speed, in the same room, at the same distance (4 meters), even as the patient writes the answers himself or repeats what he heard.

(c) All results obtained in this way prove to be of value only when illustrated by a graph, for which the same blanks should be used (see diagrams 2 and 3, which are similar to diagram 1 except three columns, which contain:

- I. 50 squares for the entry of the wrong answers;
- II. 50 squares for sounds not understood by patient;
- III. 50 squares containing the entire test material for quick oversight).

Underneath the diagram is room left for information about the patient, for the entry of explanatory remarks regarding incorrectly repeated test-sounds, as it is very important to know to what extent the patient's hearing was unable to distinguish the sounds. Those blanks can be made so that they can easily be bound with the papers regarding the patient.

(d) Two examples (diagrams 2 and 3) illustrate the use of such a diagram for the examination of the ability of hearing of a person with an excellent and of one with a deficient organ of hearing:

K. is very intelligent and has excellent hearing. It is no wonder that he hears the Optimum; the quality of his hearing is particularly significant regarding his results with the Medium (only two wrong answers) and to the Pessimum (only four wrong answers and two test-sounds without any report).

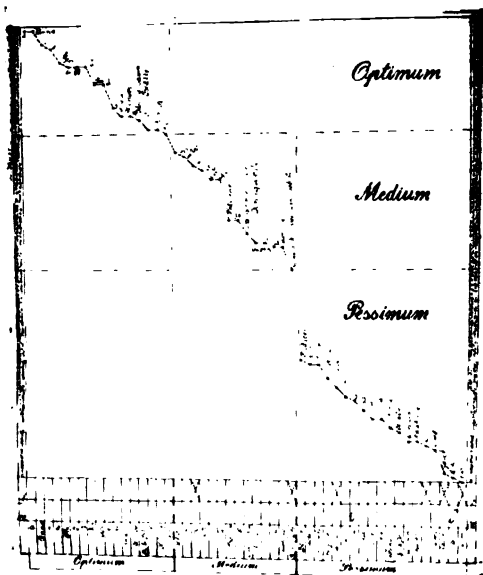


DIAGRAM 2

K., lawyer, with normal hearing, has heard the 50 test-sounds at a distance of four meters with both ears only once.

He reported correctly:

Of the Optimum..... 100 per cent.  
Of the Medium..... 86 per cent.  
Of the Pessimum..... 68 per cent.

Wrong reports: We (for je), Anna Kinder singt schön (for Anna Kinder sind schön), Laran (for laram), ring (for ri), jei (for jaich), eune (for eum).

R. is slow, dull, and has had running ears since childhood. Objective examination of the ears shows:

Left: total loss of tympanum; pus, residues of former abscess of the middle ear. Right: tympanum very dull and catarrh of the auditory duct. The patient does not make any effort to understand or to guess; in case he does not hear very distinctly, he does not care any longer for it. He heard the phonogram only with his right ear. A glance at the divisions which represent the Optimum suffice to give an idea of his low ability of hearing. No wonder, seeing the great many dots in the divisions representing the Medium and the Pessimum.

(e) The number of marks in the division of the Medium, and especially in that of the Pessimum, is a standard for the estimation of the ability of hearing based upon my results. The hearing of the Pessimum represents the Optimum with regard to the examined person.

11. The two cases above mentioned can

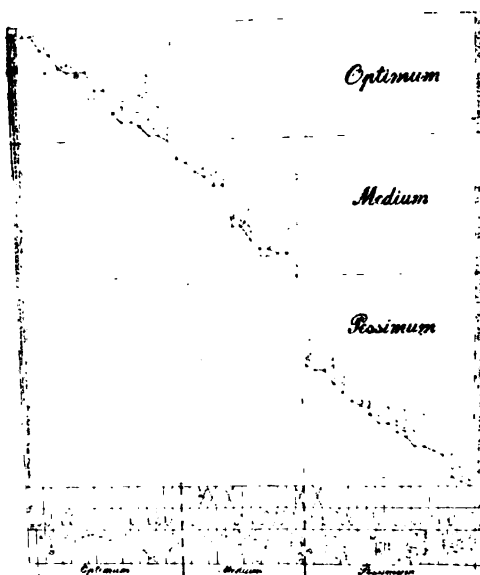


DIAGRAM 3

R., farmer, diseased ears, has heard the 50 tests at a distance of four meters with his right ear only once.

He reported correctly:

Of the Optimum..... 47 per cent.  
Of the Medium..... 8 per cent.  
Of the Pessimum..... 11 per cent.

Wrong reports: Le (for je), 3 (for 1,003), 1 (for ei), Anna (for Anna Kinder sind schön), u (for uch).

serve only as suggestive trials. In order that my results may be of value to the ear specialist, many systematic experiments ought to be made in respect to the clinical results. It will take me, alas! a very long time before I shall be able to bring such experiments to a close.

12. An acumetrical phonogram should not set aside or take the place of the heretofore-used means for examining the ability of hearing (tuning-forks, watch, whispering, etc.), but only complete them.

Preparing phonograms such as mine is not very difficult, and acumetrical examinations of speech are very interesting and practically of inestimable value. My request to the American educational specialists is to make experiments such as mine and to report their results. My belief is that teachers of the hard of hearing will take special interest in the question, for an acumetrical speech phonogram gives them an indisputable measure for the progress of their pupils; one examination at the beginning and one at the end of the exercises will be enough.

## EDITORIAL COMMENT

### THE ROMANCE OF THE TELEPHONE

No living man has made so close a study of the life of the great inventor, Alexander Graham Bell, and of his services to humanity as has Fred De Land, author of "Dumb No Longer, or The Romance of the Telephone."

The story told in the pages of this book, describing early conditions influencing the education of the deaf, and the fascinating way in which the inventor's knowledge of speech technicalities and interest in the deaf affected the development of his wonderful instrument, make the volume of absorbing interest to the general public and especially to readers of THE VOLTA REVIEW.

In some of the normal classes for teachers of deaf children the study of Mr. De Land's book is part of the course. There is no doubt that it is a valuable addition to any library, and that it contributes a vast fund of information, such as is not to be obtained from any other one source, for those interested in the problems of deafness.

The volume was published by the Volta Bureau and is advertised elsewhere in this issue.

### VALUABLE BOOKS

Doubtless many of our readers do not know of the large number of valuable books for sale by the Volta Bureau. In order that they may avail themselves of the opportunity to secure these volumes, a catalogue and price-list has been prepared and may be found in the advertising pages of this issue. Many of the books listed are not obtainable elsewhere, and when the Volta Bureau's supply is exhausted will not be purchasable anywhere. In order to be sure of securing needed volumes, it would be well to order at once.

### A NEW SORT OF SCHOOL

A venture that is being made in Syracuse, N. Y., will be of interest throughout this country to those who are watching the progress of the teaching of lip-reading to the deafened.

A dozen or more specialists of that city have bound themselves together for the practise of group medicine, and, realizing

the value of lip-reading in reconstructing the lives of many of their patients, have made arrangements for a school to be conducted in their clinic.

Miss Elizabeth G. De Lany, an experienced teacher with normal training in two of the leading methods, has been engaged to direct the undertaking, and it seems extremely probable that a most helpful school will result. If otologists in many other cities can be brought by the success of this experiment to recognize the value of speech-reading and to promote it, a great step in the cause of the deaf will have been taken.

### THE TRASK PRIZE CONTEST

Contestants for the prizes offered by Mrs. John E. D. Trask for stories or playlets are beginning to enter the lists, and manuscripts, carefully prepared in accordance with the rules, have already been received at the Volta Bureau. It is hoped that many of our readers will participate, and thus add their testimony to the wonderful helpfulness of the art of reading speech.

The rules of the contest follow:

1. The story or playlet must be a strong testimonial to the value of lip-reading.
2. Its length must be 4,000 words or less.
3. It must be typewritten on one side of the paper.
4. It must be received at the Volta Bureau on or before October 15, 1921.
5. No name must be attached, but the paper must be signed by a *nom de plume*, or "key." The author's name and address must accompany the MSS. in a sealed envelope bearing the *nom de plume*, or "key."
6. The hearing of all contestants must be below normal.
7. No paper will be returned.
8. THE VOLTA REVIEW may publish any or all papers submitted.

*Prizes.*—First prize, \$25.00; second prize, \$15.00; third prize, \$10.00.

*Judges.*—Mrs. Edward B. Nitchie and Miss Rose Kinzie have kindly consented to assist Mrs. Trask in judging the papers.



## HOW A DEAF CHILD WAS TAUGHT SPEECH-READING AND SPEECH \*

By MARY HILLIARD BICKLER

(Continued from the August number)

NOVEMBER 20.

DEAR MARGEY: The weather has been ideal lately and we have been taking every advantage of it. We take long walks into the woods, and what a lot of things the woods afford for the cultivation of sight. As we walk along, I point out to the children every bird, insect, or flower that I see, and in each and every one we find something of interest. It is interesting to watch how the children themselves begin to see things. Mamie tugs at my skirt to have me look at a blue-jay, while Helen brings me a leaf that has just begun to turn.

Yesterday we all got up at 6.30 and went to the woods for breakfast. It was cool enough for sweaters, and the big fire that Martin made to boil our coffee felt very comfortable. When the fire had died down some, we raked a few coals together and each one cooked his own bacon on the end of a long stick. We had to rescue Mamie's and Helen's from the ashes several times, and I'll admit that their pieces were not very appetizing looking when they were done, but the children enjoyed them better than if they had been cooked on a stove. Such appetites as they do have when we are picnicking, and how grown-up they feel to have their cups of milk flavored with coffee, this being a picnic privilege.

Did you ever play with acorns when you were a child? If you haven't you have missed something. Yesterday we found so many different kinds. We picked up dozens and dozens of them and put them into a pile, and then we assorted them. The brown ones were our horses, the green ones our cows, and the tiny ones our pigs and chickens. We made fences of rock,

and into each yard we put some of our animals. The children planted trees, gathered grass for the horses and cows to eat, while I stuck the acorn cups into the ground and filled them with water for troughs. While playing this game I would say "horses" to Mamie, and she would point to the yard where the brown acorns were. Then I would say "cows," or "chickens," or "pigs," and she would point to the yard containing the group of animals I mentioned. When we went home we took our animals with us, and today the sand-pile has been turned into a farm-yard.

We bought a large turkey for Thanksgiving and the children are very much interested in it. I have assigned them the job of feeding and watering it daily. I wish you could be here to help us eat it.

Tell Mr. Dale that Mamie understands, "Do you want to go and skate?" and is always happy when I ask her if she wants to do that.

NOVEMBER 26.

DEAR MARGEY: It has been two weeks since I wrote you about Mamie's speech-work, and I think we have accomplished a great deal in that time, although it may not seem so to you. I was a little reluctant about writing you that I had started on her speech, for fear you might be a little discouraged if Mamie did not begin to talk soon. But, Margey, I do not want Mamie to learn to speak the name of a single thing until the syllables I am giving her are mastered, so that she can speak them correctly and with the rapidity of ordinary speech. I shall keep on with these drills for a long time, so do not expect any real words until I write you about them. The syllable drills which I am using for Mamie were arranged by Miss Josephine Avondino, one of our foremost teachers of speech.

After we had practised several days on the continuous "a(r)" (ah), we gradually shortened it to the length of the "a(r)"

\* This valuable article appeared in *THE VOLTA REVIEW*, July to November, 1917. Its republication in pamphlet form for distribution among mothers and teachers of young deaf children is made possible by a recent gift—the William John III Memorial Fund.

(ah) in our natural speech. Then when I felt she was sure of that I had her combine the "f" and "a(r)," repeating after me, "far, far, far," slowly at first, until now she can say "far, far, far" with natural speech rapidity. While we have been working on "far, far, far," Mamie has learned some more single sounds. She can say "oo," "k," "aw," and we are working toward "sh."

Next Thursday is Thanksgiving and we have invited Martin's mother, sister, and brothers, with their children, here for dinner. There will be fourteen at the table. Mamie and Helen are coloring pictures of turkeys for place-cards. Several days ago they colored pumpkins and cut them out, and I wrote on the back of them an invitation to each household, and Mamie and Helen themselves delivered them. There are five children coming and dolls are being dressed in their best clothes and the play-room is being put in special order for the gala day.

I'll inclose a place card for Florence. Tell her Mamie colored it by herself.

#### DECEMBER 1.

DEAR MARGEY: Yesterday was, indeed, a big Thanksgiving Day for us. The children were thoroughly tired out at night and went to bed with the chickens. I am tired, too; but I am not sure I wrote you about the ear-training I have begun with Mamie, and feel that I ought not to postpone writing about it another day.

I began Mamie's ear-training after she had been here a few days and had become accustomed to her surroundings. To begin with, I used a shrill whistle, which I would blow behind her several times, and I noticed that she could hear it, but did not seem to like it. I used the whistle and different bells for a while, and then I began using my voice, speaking into a mailing tube which I held to Mamie's ear. I would say "bububu" and she would repeat it after me. As soon as she had learned to say "a(r)," I said "a(r)" into the tube, and before long she could distinguish between the two. Now that we have learned to say "aw" and "oo," I am using them in the ear-training. She can recognize "aw," but "oo" is more difficult to hear; so it will take more practice before she is able to recognize that

without hesitating. I intend to leave off using the mailing tube as soon as she can understand sounds through her ears without it.

The cultivation of the hearing has a very important effect on the voice. The more keenly the hearing is cultivated, the more natural the voice becomes. I noticed that Mamie's "a(r)" is much more natural now, since she has begun to hear it.

I am glad you were so pleased with the literature which the Volta Bureau sent, and I know you will always enjoy THE VOLTA REVIEW.

Tell Florence Mamie liked her doll dress very much and it has been given a special drawer in the doll's dresser.

#### DECEMBER 3.

DEAR MARGEY: As you ask my advice about Mamie's coming home for Christmas, I am going to tell you frankly just how I feel. I know it would mean a great deal to all of you to have her there for Christmas, but I do not think it best for her. She would have to take that long, hard trip, going and returning, which, in addition to the time spent at home, would amount to about three weeks. At this stage of her training the loss of that much time would, I think, be detrimental to her; and, Margey, it would be a great deal harder for you to part with her again than it would for you to spend Christmas without her. However, you and Mr. Dale decide what you think it best for you to do and I shall be guided accordingly.

Mamie and Helen have already imbibed the Christmas spirit. "Santa Claus" has been learned from lip-reading, and a very lifelike picture of him adorns our chart. The calendar, too, has a picture of "Old Santa" pasted on the 25th. Mamie is improving encouragingly in her speech-work. When I say, "Mamie, say 'far far far,'" she starts out "far far far," "faw, faw, faw," "foo foo foo," just as rapidly and smoothly as I could wish. She can say "par par par," "paw paw paw," "poo poo poo"; also "tar tar tar," "thar thar thar," and "kar kar kar"; but I have not tried "aw" and "oo" with "t," "th," nor "k." She is beginning to make "sh" nicely, and we have started the first steps toward "ee."

Margey, let me know just as soon as you and Mr. Dale decide about Mamie's Christmas, as I am anxious to make my plans for the children in case Mamie is to be here.

DECEMBER 9.

DEAR MARGEY: Day before yesterday we started the piano-work, and Mamie is delighted with the first step. This use of the piano for speech-teaching is comparatively a new phase of the work, and I have been very much pleased with what I have seen accomplished in this line. I shall explain some of it now, so that you will be able to understand the first few steps.

The piano is divided into three registers—lower, middle, and high. The lower one is named "do" (doe), the middle "far," and the upper "see." A chord is played in the lower register, and the child sees it played and feels the vibration of that chord. Then a chord is played in the upper register, and the child sees that one played and feels that vibration. Then the child is asked to try and tell which register is played by means of touch only. When "do" and "see" can be recognized in this way, a chord in the middle register—"far"—is struck, and the drill then continues on these until the child's perfectly familiar with all vibrations. Later, several chords can be recognized and changes in the register made, as "do do, see, far." The child will be able to recognize the different registers and be able to tell the number of times each is used.

With Mamie I am able to give only the most elementary step. I let her see and feel while I played the chord in the "do" register. Then I had her turn so that she could not see me, but kept her hand on the piano while I played a chord in the "do" register. I then had her look around and tell me which I had played. She cannot name the registers yet, as her speech-work is not that far advanced; but instead I let her point to the part of the piano used, and she can distinguish "do" and "see," and I expect to try "far" with her today.

Mr. Dale's letter has just come, saying that Mamie is to be here for Christmas. I feel, Margey, that you are doing the

right thing by her, and I'm glad that you both agree with me.

This letter will probably reach you a day or so before you send the box, so I am offering a suggestion, namely, that the things you want Santa Claus to bring her had best be sent in a box addressed to me, and the presents from you and the children be sent in a box addressed to Mamie. Then she will have the pleasure of opening her box from home all by herself. If there is anything that you would prefer that I get here, let me know.

DECEMBER 16.

DEAR MARGEY: The way a little tot will upset the plans of grown folks! And yet the grown-ups are often so delighted. Since last week I've been working on "taw," "kaw," and "thaw," and yesterday I decided to try "oo" with "t," so I said "too" to Mamie, and she said "too" after me, and then her little face brightened up, and with a quizzical expression she grabbed curl No. 2 and said "too," whereupon I laughed and nodded my head and said, "Yes, two." So you see she got her first word herself before I really meant her to. I know that from now on she will be on the lookout for words, and when in the syllable drills she says words correctly I shall tell her what they are.

I often have the children in the neighborhood, when they are over here playing, name the objects on Mamie's chart and let her point to them. This gives her an opportunity to read different lips.

I am sending a package to you from Mamie. She wrapped the different things up herself, and even did the tying. The little Santa Claus she colored and cut out herself, but I helped her clasp the different parts together with the little brass clips. She and Helen were helping me shell pecans and they wanted to put some into a little box for Florence. I let them send some, and Martin is having a sack of unshelled ones sent to you by express. The package I am sending by parcel post.

DECEMBER 22.

MY DEAR MARGEY: The boxes have come! The children were down town when the expressman came, so I had a splendid opportunity of seeing just what

old Santa is to bring Mamie. Everything was in perfect condition in the box addressed to me, and I have the different articles on a shelf awaiting the eventful night. I did not, of course, open Mamie's box, as I want her to do that herself on Christmas morning.

When the children returned from town this afternoon, Mamie had two red candles which she had bought and of which she is very proud. She came running to me, saying "two," "two," and showing me the candles. In fact, she never misses an opportunity to use "two."

Before the children went to town, Mamie kept on saying "ar," "ar," and I did not know what she meant until Helen said she wanted to know if they were going on the car; so I stopped what I was doing and had Mamie say "kar," and then showed her a picture of a car and told her that was a "kar." She started off to town, saying "kar," "kar," just as happy as could be. Martin took them, and, among other things, they bought a present for me; and now, quite naturally, they are almost bursting with their secret.

Tomorrow afternoon we are going Christmas-tree hunting. The children are to go along and will help in the selection. Our custom is to go out into the woods a mile or two and cut the size and kind of cedar tree we wish. Martin carries the tree home over his shoulder, and the rest of the party carry moss, mistletoe, red berries, and evergreens. I feel certain Mamie will thoroughly enjoy this outing. Tomorrow night, after the children have gone to bed, the tree will be put up in the living-room, ready for old Santa to decorate when he brings the toys.

With our love and very best wishes for a merry, merry Christmas for each of you from each of us.

#### THE NIGHT AFTER CHRISTMAS.

MY DEAREST MARGEY: How can I ever collect my thoughts after so much excitement and fun? Christmas Eve, after the children had hung up their stockings and were safely tucked into bed and asleep, Martin and I began our rôles as Mr. and Mrs. Kris Kringle.

We decorated the tree first, and then

began arranging the toys and filling the stockings. We put candy and nuts into the stockings, besides one or two small articles which we knew the children would enjoy finding there. Then we hung a small red-and-white candy walking-stick on each stocking. We put the doll which you sent for Mamie into the doll-buggy and placed it on her side of the fireplace. Then around that we arranged the books, sewing-cards, and paint-box. On Helen's side was a doll in a small, white chair, a trunk filled with clothes and some books, and a bell for her tricycle.

After everything was arranged, Martin lit the candles on the tree and we stood back to survey our handiwork. We decided that everything was as it should be; so, after blowing out the candles, we left the two dollies peacefully waiting for their new mistresses.

Both children were awake by 6.30 and wanted to rush into the living-room; but I insisted that kimonos and slippers be put on first, for I had to find some excuse so Martin would have time to light the tree. When it was ready, we rushed into the pretty room, and the children, when they saw the tree and their toys, just stood bewildered. And then, realizing that the things were theirs, they rushed over for the dolls. Mamie held hers up for me to see, and I said, "A doll," and she nodded her little head and smiled and began rummaging around to see the rest of her things.

It was almost impossible to get the children away from their things long enough to dress them for breakfast. But when that feat was finally accomplished, we went in to breakfast. Martin and the children had slipped in before me and had put their secret at my place. It was a lovely sewing-basket appropriately furnished, and a gold thimble from the two little girls.

Helen and Mamie jumped up and down with excitement as I unwrapped the secret package. However, Mamie was so afraid I would fail to see the box with the thimble in it that she put her little hand into the basket as soon as I lifted the top and handed me the box. I read the card, "From Helen and Mamie," and as I read the names Mamie pointed to Helen and then to herself.

After breakfast I gave Mamie her box from home, and told her it was from "Father, Mother, Florence, George, and Charles." She understood immediately and began opening it. As she took out each little package, I told her whom it was from, and I named the object each contained.

The first package was the one containing the doll shoes, and Mamie was delighted as she held them up, and said, "Two." The other things she was very happy over, also, and when she came to the little package with Helen's name on it, I said, "That is for Helen," and she pointed to her, and I nodded my head and said, "Yes," and she handed the little box to Helen. I saw the other little box just like it, so I told her that it was for her, and she opened it, and both children were so happy over the little bracelets. Thank you so much for sending Helen one. It is very pretty, and I know she will get a great deal of pleasure out of wearing it.

Martin gave each of the children a small pocket-book and I gave them each a play-lady dress. I made the dresses myself, and tried to pattern them as grown-up looking as possible. They seemed to like them very much and have had them on almost all day today. I made them because the children enjoy dressing up in long dresses so much, and they always have a hard time finding something to wear.

I have given Mamie the words "bracelet," "doll-buggy," "work-basket," "thimble," and "pocket-book" from lip-reading today, but she will have to have more drill on them before she can remember all. I intended giving her only one or two today, but she pointed to the different things, so to please her I gave them all to her.

I hope your Christmas was as pleasant as ours was, and that dear old Santa Claus remembered you all.

With lots of love and best wishes for a happy New Year for each of you.

JANUARY 4.

DEAR MARGEY: New Year's Day we were invited to dinner with some friends of ours, and Mamie was the center of at-

traction at the table. Our hosts were amazed that she could understand the names of so many things at the table. The two forks and two spoons at each place gave her opportunity to use her "two" many times.

She has at last gotten "sh" and I am proud of her. This sound is hard for a little tot, and that is why I have gone so slowly with it. I did not want her to know that she was really working, but that is exactly what she has been doing. However, it has been done so gradually that it has not been tiring for her.

All hard work is worthy of reward, and Mamie has received hers, for she has added another word to her vocabulary. Her latest word is "shoe." When she could get "sh," we practised "shar shar shar," "shaw shaw shaw," and then we added "shoo shoo shoo." Helen was standing near at the time and said to Mamie, "Shoe," and pointed down to her shoe. I really wanted to see if Mamie would think of it herself, and I am sure she would have, but Helen was so anxious to tell her that it was out before I could stop the proceedings.

I wish you could peep in some time and see the two children drilling each other on the syllables Mamie has already been taught. Sometimes Mamie has Helen say them after her, and then Helen will have Mamie say what she says. I am so glad that this amuses them, as it gives such good practise in lip-reading, as well as speech. Mamie has to read Helen's lips in order to know what to say.

JANUARY 15.

DEAR MARGEY: We are having the coldest weather of the winter now. A terrible "norther" is blowing, and you well know from past experiences what a real Texas "norther" means.

The children have been in the house most of the day, so this afternoon we bundled up and went for a short walk of three blocks; but the three of us were glad to get back into the house, as it was too cold and windy for an enjoyable walk.

Upon our return I was at my wits' end trying to think of some amusement for the children, so I decided we would cook. Helen has a little alcohol stove which was

given her last year. I put it away, for at that time she was too young to play with it without having an older person with her. In truth, I had forgotten it until last week, when cleaning out my store-room I found it. There was great rejoicing this afternoon when I brought it out. I filled the tank with alcohol, and when it was lit Mamie could hardly believe her eyes. I gave her a pan and said, "Please get me some water," and without hesitating off she ran to get some. Then I gave her a cup and said, "Please get me some tea." She has never had "tea," so she did not know what I meant; but Helen took her into the kitchen and showed her and she came back with some tea. Frequently I tell her to do things, even though I know she will not understand, and when she does not some of us show her each time and repeat it until she does understand.

I have started work on her final consonants. We had "arf arf arf" first, and when this was mastered perfectly, we took "arp arp arp," followed by "arth arth arth." Just at present we are working on "art art art" and "ark ark ark." As these seem difficult for Mamie to say quickly, we shall practise on them a great deal before we take up "aw" and "oo" with the final consonants.

Our music-work is getting along nicely. Mamie can understand three vibrations, *do*, *far*, and *see*, and any one of them given twice with a third, as *do*, *do*, *see*, or *far*, *far*, *do*, or *see*, *see*, *far*. She points twice to the register that is used twice. Though she cannot hear it, Mamie is always so interested whenever I sit down to the piano to play. I often count for her when I play something in  $\frac{3}{4}$  time. I accent the first beat strongly, and say "one" (emphatically), "two," "three," "one" (emphatically), "two," "three." As is her custom, she keeps her hand on the piano and thoroughly enjoys every moment of it, including Helen's counting. When she is far enough advanced for this rhythm work, I believe it will be very easy for her to grasp after watching me count to the different times. I'm using only the  $\frac{3}{4}$  time now, but later will bring in  $\frac{2}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$  time.

JANUARY 19.

DEAR MARGEY: I failed to mention ear-training in my last letter, but intended telling you that Mamie could recognize "oo" through her ears. At first I had to give it much louder than I did "ar," "aw," and bububu"; but last week I began gradually softening my voice until it was the same as I used with the other sounds.

You, no doubt, remember my writing you before Christmas that I had started work toward "ee." We have been working on it off and on. I had to be very careful and go slowly, as Mamie had a tendency to strain the muscles of the throat and face whenever she attempted it, and of course it would not do to force it. While we have been working on it, I have been giving it to her through her ears, and I feel that her hearing has helped her out wonderfully with this sound. She says it now with as much ease as she does her other sounds. The only consonant I have combined with it is "f," and her "fee" is even better than I had anticipated. I say to her, "Mamie, say far far far," and she begins and says "far far far, faw faw faw, foo foo foo, fee fee fee," just as smoothly and rapidly as I say it.

I notice such an improvement in the way Mamie takes these syllables now. She reads them from my lips so much more readily, and she imitates me so well in the gymnastics of the tongue.

During the time we were working on "ee," I gave her three sounds which were easy for her—"wh," "w," and "v." We shall be using these in combination with "ar," "aw," "oo," and "ee" before long.

Mamie was very much pleased with the blue stationery your letter of yesterday was written on. She carried her letter around all day, and made several attempts to say "blue" while holding it up admiringly. I am glad you write to her so often, as she enjoys having the postman give her a letter. I try to explain them to her with pictures, and then I always say, "Mother and father love you, and Florence, Charles, and George love you." I showed her what I meant by "love you" by hugging her, and she is so happy when I read that out of your letter.

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(To be continued in October)

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What can the combined schools do about it? They can remain combined, but cease to be commingled. In other words, they may as well establish segregated oral departments with a good grace and of their own initiative.

Little by little the leaven of the oral method, not merely oral instruction, which is the camouflaged manual method, is penetrating the American brain, and the parents, the boards of education, and even the legislators are beginning to see clearly where the road to ultimate improvement lies.

Is your school represented, Mr. Principal or Mr. Superintendent, in column "D" of the Annals' statistics—the Fair Chance column, the column that shows how many of the deaf children under your care are having a really square deal in the best possible chance to learn to use speech as their working means of communication with the world around them?  
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In the absence of a specific law governing such cases, it is unfortunate that some other way was not found to prevent this misalliance. The wonder is that a minister could be found who was willing to officiate at such a freak marriage. It can only end disastrously, and the final scene of the tragedy should, and probably will, be staged in the divorce court. It would hardly be reasonable to expect normal, healthy offspring from such a union, and hence it is one that should have come under the prohibitive marriage law. It is such marriages as this that help to perpetuate a class of defectives. In some States the marriage laws are too lax, but extremists in the other direction would make them too severe.

It is natural for the deaf to marry, and it is right that they should do so. It is reasonable, too, that they should choose life partners from among their own class; but, at the same time, in making alliances they should have strict regard for hereditary tendencies. The intermarriage of the congenitally deaf contributes in large degree to the continuance and spread of deafness. We have now in our school children whose parents and grandparents were here as pupils. Marriages between the two families represented have been the habit for generations, until consanguinity adds its baleful influence to congenital deafness in transmitting the defect.

But, while all this is true of the intermarriage of the congenital deaf, the same cannot be said of the intermarriage of the adventitious deaf, as we denominate those who have lost hearing by disease or accident. The children of the latter almost always hear, and there is but little, if any, greater tendency to deafness among them than among the children of hearing parents.

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of congenitally deaf couples. We tell them all to find life partners, if they can, among those who are deaf from sickness or accident and not among those who were born deaf.—*Virginia Guide*.

#### A PRIEST WHO SILENCED GERMAN GUNS

It was a distinguished French Catholic priest who perfected the delicate phonetic instruments which located the batteries of the enemy during the war and even revealed the caliber of each gun. After a lifetime spent mainly in the study of phonetics, the Abbé Jean Rousselet, now in his seventy-fifth year, is rewarded by the chair of Experimental Phonetics in the College of France. *L'Opinion* (Paris) tells how the venerable scientist first began the study of sound:

"It was through his study of voice production and his analysis of the motions and changes of form of the lips, mouth, larynx, and nostrils that he was able so to analyze speech into its elements that he could teach words and sentences to children and adults whose deafness had prevented their enunciating vowels or consonants. It was his study of sounds by means of delicate instruments that gave Abbé Rousselet the power during the war to locate the batteries of the enemy. As early as the summer of 1915 he was stationed at Fontainebleau taking records on tambours or revolving drums of all the wild confusion of sounds which reigned there, and then from the study of these tracings, each representing a given sound, calculating the intensity, the pitch, and the timbre of the latter. Possessed of these data he was able to determine by means of carefully worked out tables, not only the exact position but the caliber of every gun in the German batteries. There seems something almost miraculous, indeed, in the precision with which he was able to distinguish such sounds coming from various distances as that of the explosion of the charge or the sound-wave coming from the mouth of the gun, the whine of the projectile in the air, and the noise of the shell's explosion—and this amidst a myriad of other noises. For days on end he camped in the forest of Fontainebleau devoting his time, his strength, and his skill to France in this manner, while from October, 1917, to November, 1918, he was occupied in making experiments on French submarines and in teaching their crews to detect their hidden German foes."

Now the Abbé sits in his laboratory of the College of France, the most completely equipped in Europe, we are told, where he has conducted experiments for almost a quarter of a century. "He made deaf-mutes speak and cannon be silent," it is said of him in France. A number of devices for studying and recording sound have been invented and perfected by him, including his apparatus for registering words.—*The Literary Digest*.

#### A NEW TREATMENT OF CATARRHAL DEAFNESS

PAUL V. WINSLOW, M. D.

*Attending Surgeon, Ear, Nose, and Throat, Brooklyn State Hospital; Instructor Diseases of Nose and Throat, Post-Graduate Medical School, New York City.*

(Extract from Lecture Delivered at the January Meeting at Dr. Harris Taylor's Institute for the Deaf, New York City.)

The ear is the master of the voice. Children who are born deaf seldom speak. Progressive deafness produces a notable change in the quality of the voice.

Pathological conditions existing in the nose, which is an important part of the vocal mechanism, have a direct influence upon the auditory mechanism. I have found that the same course of treatment in the nose which improved the quality of the voice had a remarkable effect upon the hearing of those people who were suffering from catarrhal deafness. In my experience with those patients who were gradually becoming deaf or who have been unable to hear any but the most exaggerated sounds for a number of years, I have obtained some interesting and significant results. In the treatment of these cases my purpose has been to increase the ventilation, to obtain better drainage in the nose, and to establish in the middle ear an air pressure equal to that in the external ear.

(Dr. Winslow then cited eight specific cases where his operation upon the nasal passages had improved the patient's hearing.)

The above cases are just a few of many that I have treated successfully. Up to the present time I have not had a single case of catarrhal deafness where my treatment has failed to produce a marked improvement, regardless of the period of duration, which in one case was twenty-five years. Considering these results, the following conclusions seem justified:

That in most cases catarrhal deafness can be prevented and cured.

That there are thousands of people losing their hearing who should not.

That there are many in our institutions for the deaf who can be helped so that they can go out into the world and be independent.

While my treatment will unquestionably relieve catarrhal deafness, I feel that its greatest use will come from preventing the development of absolute deafness.—*Bulletin, Round Table for Speech Improvement*.

#### BOOK REVIEW

CALZIA, EXPERIMENTELLE PHONETIK. (Samm-burg Goschen), Berlin and Leipzig, 1921. By E. W. Scripture, Ph. D., M. D.

Professor Calzia, the director of the Hamburg Phonetic Laboratory, gives in this book an outline of the problems and methods of experimental phonetics. "Experimental phonetics

is the science of phonation—that is, of the voice and sounds with their special components." Although the applications of this science are many and important—for example, to the instruction of the deaf, to vocal instruction, to philosophy, to the teaching of languages, to speech defects, etc.—this outline confines itself to the pure science. Professor Calzia seems to imply that no other science of phonetics can exist. The phonetic work of the past generation, such as that of Sweet, he would probably consider as elementary phonetics. In a way he is right. For example, the chapters of sentence stress and intonation in Sweet's *New English Grammar* are splendid examples of keen observation and original thought. But today new methods exist. No scientific statement on stress or intonation can be made without first making an investigation by speech records and measurements. It has lately become the fashion to publish "intonation curves" of typical English phrases and sentences, on a basis of what the writer thinks he hears. They all look like the abnormal curves that are obtained from records by epileptics. To look at these publications one would think that the entire English race was afflicted with epilepsy. Sweet indicated the rise and fall by accents. His statements were probably correct as far as they went; experimental phonetics fills in the details and goes further. These later intonation curves are merely pseudo-science. This example is given to indicate that there exists a well-developed science of phonetics of great accuracy and wide application.

The outside public, including the philologists and the language teachers, have no means of learning what experimental phonetics is. In neither America nor England is there to be found a single real experimental phonetician or a laboratory worthy of the name. There is not even a book in English that an inquirer can buy. In my *Elements of Experimental Phonetics* (Yale University press) I attempted to give a summary of the subject, but this book has been out of print for many years. In the articles on the "Mechanism of Speech" that are running in *THE VOLTA REVIEW* I have attempted to supply the need. In French there is the splendid book of Abbe Rousselot. Professor Calzia's book summarizes the work in a brief way.

The student who will work through this book will get clear and precise ideas of each of the subjects of the science and how they are investigated.

#### SUGGESTED SCHOOL IMPROVEMENTS

After a recent survey of the Ohio school, the following suggestions were made to the State Legislature:

1. All pupils should be housed in cottages rather than in dormitories.
2. The school, the hospital, and the administrative offices should be in separate buildings.
3. The school curriculum should be constructed to include the regular four-year high-school course.

4. Oral pupils should be segregated and should not be taught by manual teachers at any time.

5. Teachers should receive a salary commensurate with the work they are doing. The salary should be greater by \$150 to \$500 than that of a similar position in the nearest public school.

6. The teachers in all institutions should be regularly certificated, and in addition should be especially trained for their work.

7. There should be a supervisor for each division of the educational system, and more especially for vocational courses.

8. All vocational courses should be organized to develop skill, knowledge, and initiative. Each pupil should be permitted to choose his own project.

9. Agriculture should constitute a great share of the vocational studies, as farming offers pleasant, protective, and profitable employment.

10. There should be a revision of the truancy law, making it compulsory for all deaf from the ages of 6 to 18, inclusive, to attend somewhere a school for the deaf. They should be permitted to attend school until they graduate or reach the age of 21.

11. A three-year training course for teachers should be established. The courses could be given in large part at the Ohio State University. The senior year should be spent in residence at the State School for the Deaf.

12. There should be a boarding school established for deaf children under school age, in order that speech, lip-reading, and the power of thought may be more rapidly developed, and so facilitate the early return of pupils to their home communities for the benefit of local schooling and paternal care.

#### MINNEAPOLIS DAY SCHOOL

A recent number of the *Minneapolis Journal* contained several pictures and an interesting account of the work among the 45 little deaf children of the oral school of that city. The work of Miss Rusch in speech and of Miss Engh in rhythm was especially complimented.

Two 1921 graduates of the school will enter high school with hearing pupils next fall.

#### MISS JONES' VALUABLE ARTICLE FOR SALE IN REPRINT FORM

Because of the enthusiastic comments from experienced teachers upon the splendid series of articles on "Language Development," by Miss Mabel K. Jones, which appeared in *THE VOLTA REVIEW* last spring, the Volta Bureau has had a number of reprints made of this article. Teachers of primary grades who are planning their work for the coming school year, will do well to take this opportunity of obtaining Miss Jones' most helpful article in convenient pamphlet form. Reprints can be secured direct from the Volta Bureau at the cost of 25 cents per copy.

## PICNIC TIME

"When little girls are skeered to death with spiders, bugs, and ants,  
And little boys get grass stains on their go-to-meetin' pants,  
It's June ag'in, an' with it all what happiness is mine—  
There's goin' to be a picnic, an' I'm goin' to jine!"

Engine Field sings joyously of the small boy who was always changing denominations when intimation of a picnic was given out in the other fellow's Sunday school. Imagine his chagrin in the event of their all choosing the same day!

After various consultations among the leaders and originators of the plan, "Center Island, then—Tuesday at four"—was the word passed around at Miss Wadleigh's lip-reading class. So Tuesday at 4 o'clock found a goodly number of us searching for the prettiest of all the pretty spots on Center Island. Of course, we found it, and the men obligingly moved bag, box, and bundle there.

It seemed a good time for years and cares and other encumbrances—deafness included—to roll off one's shoulders. Some one had brought a ball. Some one started a game. And you just had to keep your eyes open, your feet and hands active—and *play*. The soldier who had come through wars and wars—fighting hard fights, with broken health, as well as his threefold handicap of loss of hearing, taste, and smell—couldn't he catch? He dropped his cane and entered into the game in much the same spirit that he had tackled the Huns—and lip-reading. It was great sport. "The best time I've had since the War." Such we hear, with great satisfaction, was the verdict pronounced by him later.

Then there was supper. I'm sure that long picnic table must have groaned under its superabundance of good things. I know it had a decided sagging effect in the center. Have you ever tried to convey a sandwich to your mouth with one hand, gracefully fork up salad with the other, somehow manage to balance that wobbly cupful of hot tea, and lip-read the funny story your neighbor was telling all at one and the same time? It was a fine supper.

When justice had been done to the "eats," there still remained the fortunes. Queer-looking little bundles they were, attached by long green and gold crepe paper streamers to still another cake. The choosing provoked further merriment. It was a bit disconcerting to learn that the fates had nothing better in store for our most esteemed lady member than an "awful rake." And, of course, the opera-glass fell to the man who hadn't any use for theaters. Still, there were wedding bells for one "dearest girl," ships of travel for another, and a chair foretelling "blissful ease" for our ever-busy instructor. We clapped and gave her three good cheers at that.

And then—oh, then there was another ball game, and a stroll and ice-cream cones, and a

merry-go-round. Everybody dropped more years. Round we went, merrily, to the tune of "Let's all be good pals to-geth-er." And those of us who couldn't hear the music were not at all backward in following the advice on this, our farewell picnic; "For when you're gone, you're gone a long, l-o-n-g time."

So one more golden day slipped into evening—a golden and gray and rose and saffron evening. Just where the little birds arched over a quiet stream dotted with drifting canoes and budding water-lilies, we paused to drink in the beauty of the sunset.

"Oh, why don't you paint that?" asked the impressionable young lady of the man who dabbles in oils.

"It doesn't need it," he returned, practically. And we moved on homeward.

"Oh, once I jined the Baptists, an' goodness! how it rained!

(But grampa says that that's the way 'baptizo' is explained.)

An' when I jined the 'Piscopils, of fun we had some more;

*But the best of all the picnics was the lip-readers'! Encore!"\**

—Elizabeth MacKay.

## THE PHILADELPHIA CLUB

As a means of raising money toward the completion of the campaign fund for the purchase of its club-house, the Speech-Reading Club of Philadelphia is planning a most extensive and elaborate Christmas Bazaar, to be held at the Club House, 1601 Locust Street, on December 1.

In order that members and friends may have ample time to make articles, donations are already being solicited, and it is believed that the bazaar will prove of great assistance to the club in its effort to pay for its home.

There will be the following tables: Useful Articles, Fancy Articles, Aprons and Towels, Cakes and Candies, Odds and Ends.

## THE CLEVELAND CLUB

The Lip-Readers' Club of Cleveland is planning an extension of its work and usefulness. With this purpose it is conducting a campaign for an annual income sufficient to provide suitable and attractive club-rooms and to assist in its welfare work.

The Cleveland Club has made an inspiring start, and it is earnestly hoped that the necessary means to continue its work may be forthcoming as a result of this campaign. Miss Louise Howell is the president of the club, whose present headquarters are at 859 Rose Building, Cleveland, Ohio.

\*Apologies to Eugene Field and the "Presbyterians."

# THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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## AN EXPERIMENT IN TEACHING LANGUAGE ON INDIVIDUAL LINES

By ELIZABETH GOODWIN, Derby, England

FOR SEVEN YEARS I taught language to junior classes on what I will term "the formal word method" with a few *free* lessons thrown in here and there to make the work interesting. The results on the whole were far from satisfactory. The reasons for this unsatisfactory state were:

1. The children's interest was frequently misplaced. Their chief interest centered in the objects or pictures which we used to illustrate the lesson, or in the games we played, or in the dramatization of the stories taken, while in the main object of the lesson, the acquisition of language, they showed only a secondary interest.

2. The children did not remember the language given in the lesson easily, and it was always a great effort to memorize and reproduce it.

3. Very few applied the words, phrases, or sentences taught to a description of their own ideas. That is, they did not use spontaneously the new language.

The misplaced interest and the inability to make good use of new language was always a source of much trouble to me, and I kept asking why this state of things should exist in classes of bright children.

At last I came to the conclusion that my attitude was absolutely wrong. I had been concentrating on a scheme of language, and this scheme had taken the first place in the classroom. The children, their interests, and ideas had all been subordinate to the scheme, with the result that most of the words taught and nearly all the ideas described had been originated

by an adult, who, if she satisfied the needs of one child, certainly did not satisfy the needs of ten individuals, all with active minds, and all desirous of expressing their own ideas in their own way.

For several years I drifted away, bit by bit, from the formal scheme, but I was afraid to let it go altogether until about three years ago when I returned to a beginning class and began the experimental work which I will endeavor to outline in the following pages.

It was my knowledge and observation of the way in which hearing children acquire language that finally convinced me that the formal method and set scheme were not only unnecessary, but detrimental, in the junior classes of our deaf schools.

We all agree that language is a vital necessity for the deaf child as well as the hearing if he is to develop mentally to the fullest extent. Now hearing children acquire language very rapidly and even for children of poor mentality the acquisition of language does not appear to be such a tremendous task as it does for little deaf children with average ability. The hearing child, in acquiring his language, passes through a succession of stages which are as follows:

### 1. *The appreciation stage.*

From the earliest age the normal child hears language spoken around him or to him. For some time words have no meaning for him, but long before he speaks, he understands a number of these significant sounds which are being con-

stantly repeated in his hearing. Words like *mamma*, *daddy*, *baby*, *pussy* will soon become so familiar and so definite that the child will respond to the sound of them and look up and around in search of the objects for which they stand.

### 2. The "percept-word" stage.

This is the stage when the spoken symbols are connected with sensory groups or experiences—*e. g.*, the mother says to her baby, "*Mamma nurse baby*" or "*Here's baby's milk*." These are pleasant experiences for the child. He likes to be nursed, and he likes his milk, and so the words used in connection with these pleasant sensory experiences rapidly become of great significance to the child. Unpleasant experiences have the same effect. Certain words are now vitally interesting to the child, and this interest, working in conjunction with the strong instinct of imitation, leads him to imitate the familiar sounds, and in a very short time the circumstances, if repeated, call up the word, which is immediately used by him. Such words are called by psychologists "percept words."

### 3. The discovery stage.

Very soon the child makes the wonderful discovery that the words he uses will tell other people exactly what he wants—*e. g.*, before he knew the word "*ball*" his only way of getting it was to reach for it. Now suppose the ball was amongst a number of other toys on a table beyond his reach; he was obliged to appeal to somebody to get it, his mother or nurse. The adult was not sure which toy he wanted and reached first one thing and then another. Much time was *wasted* and such a proceeding must have been very tiresome for the child; but the moment he says "*ball*" he gets it without all this preliminary performance. It is when this happens that the child discovers the real use of language, and as soon as he realizes that he can make his wants intelligible to others by using it he uses it more and more, every day adding some new word or phrase to his store.

### 4. The "filling-in-the-gap" stage.

At first the child's expressions are in the shape of "sentence words"—that is,

one word frequently standing for a sentence—*e. g.*, "*ball*," "*out*," meaning "*Give me my ball*," "*I want to go out to play*." The "sentence words" are at first helped out by gestures, but as time goes on the child learns to fill in the gaps in his sentences with the correct words, and then the gestures disappear.

As soon as he uses a full sentence he has accomplished a great thing—that is, he is capable of making anybody understand his needs under any circumstances. The work of filling in the gaps goes on for many years, in fact, it is fairly safe to say that the work is never completed; and the child does it by constantly hearing and imitating the correct forms. The main points which stand out when we consider the hearing child's acquisition of language are:

Firstly, the child is in a language environment from the moment he is born.

Secondly, the child appreciates the sounds he hears first and then selects his own percept words. In making his selection he probably chooses those words which make the strongest appeal to him through his sensations. No two children have exactly the same percept words, even when they belong to the same family.

Thirdly, the child discovers the use of language himself, and having reached that stage he is constantly increasing his stock of language by selecting more words and phrases to describe his needs.

Lastly, the child is an individual, he learns his language as an individual, he selects as an individual, and expresses his own thoughts and needs in his own selected words.

To return to deaf children, they too are in this language environment, but, owing to their defect, are unable to make much practical use of it. If they are to acquire language in a natural manner, or at any rate in as natural a manner as is possible for them, their eyes must do the work of the normal child's ears—that is, lip-reading and reading must take the place of the hearing of language. The child must see the words he cannot hear, and he must see them clearly and definitely if the mental impression is to be strong and lasting. Lip-reading is too indefinite for the acquisition of correct language forms, and as it is impossible to

repeat language forms to the deaf child as many times as the normal child hears them, we must let him read as early as possible so that his impressions may be doubly strong.

Why is it so necessary that language teaching should be individual? It is because no two people are alike, and no experience affects any two people in exactly the same way. It is generally accepted that "the primary function of language is the communication of experience," therefore no two people will want exactly the same language at one time.

We all differ in temperament, disposition, and character, and exactly how wide these differences may be one realizes when one defines the terms. I will quote McDougall's "Social Psychology":

"The disposition of a person is the sum of the innate dispositions or instincts with their specific impulses or tendencies. Differences of disposition are due to native differences in the strengths of the impulses of the instincts, or to differences in their strengths induced by use and disuse in the course of individual development, or more rarely to absence of one or other of the instincts.

"Temperament is a complex resultant of many factors, each of which is in the main natively determined, and though they are alterable, perhaps by disease and the influence of physical environment, especially by temperature and food, they are but little capable of being modified by voluntary effort, and the mental development of individuals is, as it were, constantly biased in this or that direction; by peculiarities of temperament the selective activity of the mind is given this or that trend. Temperament largely determines our outlook on life, our cast of thought, and line of action.

"Character is the sum of acquired tendencies built upon the native basis of disposition and temperament; it includes our sentiments and our habits in the widest sense of the term and is the product of the interaction of disposition and temperament, with the physical and social environment under the guidance of intelligence."

These differences are admitted by all psychologists and are allowed for in the natural way of acquiring language as followed by normal children in the home.

In spite of these tremendous differences which may be present in any class, we have asked all the deaf children in that class to think alike, and not only to think alike, but to express the ideas in identical language.

Such a method is artificial and wrong, and we cannot expect the children to develop mentally if we persist in following it. It is due to each child that he shall be given the widest opportunity of developing himself and of expressing his thoughts, and this can only be done by teaching him individually. The child must indicate the direction of his thoughts and the teacher's work is to give him the correct language in which to clothe them.

So far I have only outlined the theory underlying the experimental work, but now I will proceed to the practical working out of the theory.

The most difficult part of the work was the beginning.

My class consisted of nine children varying in age from 5 to 8 years. Age alone made individual work a necessity. The children could not read, write, lip-read, or speak, with the exception of one boy with slight hearing, who knew the spoken form of his own name, and one or two other words. My first problem was to find out the thing which was of most vital interest to these children.

Here again psychology was of great help to me, and I cannot do better than to quote again from McDougall's "Social Psychology." He says that persons are much more interesting than objects to the young child because they are "*the main sources of his pains, pleasures, and satisfactions*." His attention is constantly directed toward them and he begins to imitate their behavior. He finds that they do many things he cannot do but would like to do; and often he tends to do as they do simply because their actions arrest his attention and so give direction to the outflow of his abundant motor energies. But much more important than the actions of the people about him are the feelings and emotions that prompt them. The child soon learns that he can play upon these to a certain extent and so acquires an interest in understanding the attitudes of others toward himself. He widens his experiences



and his understanding of the emotional attitudes and motives of others by copying them in his imitative play; he puts himself into some emotional relation he has observed, assumes the part of parent or teacher, or elder sister, makes some smaller child, a dog, a cat, or a doll stand for himself and acts out his part, so realizing more fully the meaning of the behavior of other persons. In this way the content of his idea of self and of its capacities for action and feeling grows hand in hand with his ideas of other selves; features of other selves, whether capacities for bodily action or emotional expression, having first been observed without understanding of their inner significance, are translated into personal experience, which is then read back into the other selves, giving richer meaning to their actions and expressions."

Having realized this interest shown by all children in themselves and in other people, their actions and feelings, I began by teaching each child his own name, and then the names of the other children in the class. At the same time I also taught a few of the most frequently used verbs.

As soon as the children could lip-read and read these words, they were no longer taken in isolation and no other words were taught separately. At once they began to lip-read and read little stories such as this, "John ran. He fell. Poor John." Here in this tiny story there is a person, action and feeling. You will undoubtedly notice the use of the pronoun. Pronouns were used in the reading right from the beginning and the children rarely failed to associate them with the person. In lip-reading they found pronouns more difficult. The little stories were acted and illustrated. The next day a new story was obtained by making Mary the central figure. Gradually new actions and other people were introduced, and as soon as the children were familiar with a few more actions from which they could select they were asked to make a story. Naturally the first stories came in acting because speech and writing had not become sufficiently fluent and automatic to be used as mediums of expression. John volunteered his story. He ran, fell, cried and turned to the others for sympathy. Each

child was given a chance and the stories were alike in every detail for two or three days. After a few days one bright child stepped out of the beaten path and did something original. He climbed a tree, fell, cried, and looked for sympathy. At once the other children were on fire with enthusiasm. They all wanted to do something different, and before the lesson was over they had climbed walls, chairs, ladders, stairs and many other things. This was the beginning of individual work.

From acting it was an easy step to get each child to illustrate his own story. Meantime lip-reading and reading had been progressing steadily. The children's dramatic stories had formed the basis of these lessons, and they could now appreciate quite a number of very short sentences expressing their own ideas and experiences. O'Shea in his book on *Linguistic Development and Education* very clearly states why reading should not go beyond the child's experiences. He says "For economic and effective reading, symbols and the content they symbolize must be in experience together, the former focally and the latter marginally except where both word and meaning are unfamiliar. It is particularly important that verbal forms should not go beyond reasonably well-assimilated experience. It is not necessary to dwell upon the principle that it results in serious waste to endeavor to master symbols that cannot coalesce with the content they symbolize, for the reason that such content is beyond the pupil's grasp. The one needful thing in learning words quickly is that the learner should readily come to acquire the feeling of familiarity toward them; but this familiarity cannot be gained, except at great loss, so long as the content lies outside of well-integrated experience." This applies to lip-reading equally with reading.

So far the children had been appreciating language, and I waited very impatiently for the next stage to appear—that is, "the percept-word stage." It came with the illustration of their own dramatic stories. Under each picture there appeared gradually a word, or two words; these were their "percept words."

Their illustration books were of great interest at this stage. Although the children had all had the same words from the beginning, yet there were distinct differences in their selection of percept words. The self-centered child always gave the hero of his story his own name. The active child seized upon the action words, and the tender-hearted child used "poor" frequently and so on.

The dramatic stories grew very rapidly from two or three actions into five or six actions, and the children began to impersonate. One was father, one mother, another baby. Gradually, but surely, the children discovered that all their ideas and all that they did and felt could be expressed in language. They had reached the "Discovery Stage." They rapidly passed to sentence words and used them to describe their picture stories. Their selections of sentence words were as varied as their selections of percept words. When the children had realized the use of language I gave them little stories of my own for reading and lip-reading and asked them to illustrate them. In quite a short time the whole sentences were reproduced under the illustrations and very gradually this led to reproduction of stories lip-read and read without illustrations. None of this work was forced, the children did it quite naturally and having once attempted the reproduction they frequently said that they wanted "to think" and not copy the stories which they illustrated. In their letters they frequently reproduced a story which appealed to them, and during speech time when tired of occupations they would fetch paper and pencils and reproduce a story they liked.

The picture stories originated by the children grew longer, and the descriptive sentences fuller as time went on. They were "filling up the gaps" for themselves just as hearing children do.

Now there came a stage of little progress in expression work, though the appreciation of language was steadily progressing. I wanted some spontaneous expression of an original idea in language, spoken or written, without the stimulus of a picture or dramatization. When exactly the first expression came, I'm not sure, but certainly after six or

eight months practically every child in the class attempted some expression of ideas in language.

At first the ideas were isolated—*e. g.*:

I went for a walk.

Mary fell down.

Tommy saw a cow.

As time passed sequence began to appear—*e. g.*:

I went for a walk.

I saw some flowers.

I picked a lot.

I gave them to Miss —.

When I saw some attempts at sequence appearing in their expression work, I asked each child what he was going to write about before the lesson began. They were nearly always ready with an answer and generally told me the first sentence before getting their books. Some of the slower children would tell me the same thing every day, but soon I suggested that something new would be nice, and they were quite willing to attempt something else. After a few suggestions they always had something new. In the matter of sequence the children varied tremendously. Some children appeared to naturally work out their stories in logical sequence, while others put the end in the middle, and yet again there were others who stopped after the first sentence or two. They stopped because of the difficulty of expressing what they were thinking. They nearly always knew what was to come next and a question helped them along wonderfully—*e. g.*, a child would write:

Tommy went to the shop.

and then he would stop. What did he go to the shop for? The child's reply came at once: sweets, apples, a knife, etc. Well, put that down, and the child wrote:

He bought some sweets.

and so the story progressed.

This is a list of the subjects chosen for stories by a class which had just completed its first year in school.

1. A man hitting a cat.
2. Lily killing a frog.
3. Father shooting rabbits.
4. Father working in a pit.
5. A wild horse.

6. A cow in a field.
7. No sequence.
8. Picking flowers.

The following is one of the stories written by a boy of 9, totally deaf, who had been in school eleven months.

Lily saw a frog in the field.

The frog jumped and jumped.

She *stamped* on the frog.

The frog *died*.

She threw the frog away.

*Idon't like* Lily because she was cruel.

All the ideas were the boy's own. The words in italics were asked for and the construction of the last sentence was looked up in a previous story. The stories were all much alike in length and the sentences in construction, but the ideas were very varied.

The following day I made a list of the words and phrases asked for by each child and they were as follows:

*Marguerite*

has blue eyes.  
brown.  
was tired.  
dead.  
My brother Ray.  
talked.

*Dorothy*

tired.  
chair.  
woke up.  
dressed herself.

*Kathleen*

Mrs. Pettman.  
tennis.  
a letter.  
skipped.  
an ice cream.  
wrote.

*Leslie*

kicked.  
can swim.  
up.  
wrote.  
didn't write.  
hard.  
come here.  
our chairs in a ring.  
washed up.

*Hilda*

took off her coat.  
sat down.  
tired.  
Miss Grove.  
chickens.  
with a racquet.  
had.  
a long way.

*Wilmot*

cricket.  
Miss Kirkland.

*Fred*

played cricket.

*Annie*

Church.  
picked.  
had.

*Lily*

tram.  
laughed.

The children were writing about their half holiday experiences. They had all spent the afternoon in the playing field, yet no two children described the same things. The most enterprising, alert children asked for most words, because they had seen and experienced more than the duller ones and were keener to express their ideas.

I have already mentioned the fact that many traces of the children's temperament, disposition, and character can be found in their expression work.

The following story illustrates this very clearly:

Hilda went to the shop.  
She ran back.  
She fetched 14 apples.  
She ate 4 apples.  
She was greedy.  
Mother said, "Oh, you naughty girl."  
She went to bed.  
She played in bed.  
Mother said, "Go to sleep."

What had happened? Leslie, a somewhat pugnacious boy of 9, had been angered by a small girl of 6. Character training had shown him that it was cowardly to strike a girl and especially a little girl, so he seeks to express his anger and to satisfy his feeling of

revenge in some other way. He writes this story and in it Hilda is convicted of two grievous sins, of being greedy, and of playing in bed.

I've no doubt that the writing of that story gave him a delightful feeling of satisfaction.

At a later stage the differences are still more marked.

The subjects of stories written by a class in the third year of this language work were:

#### Boys' Stories.

1. A story of eight tigers and an elephant in a forest in India.

2. A story based on the "Wolf and the Seven Kids."

3. An injured sheep.

4. A continuation of Peter Rabbit's Adventures, in which he steals apples, meets Father Fox, escapes from a policeman, and is rewarded by going to Blackpool for a holiday.

5. Another Peter Rabbit story, in which Peter Rabbit is befriended by an elephant and saved from his enemies, the tiger and the wolf.

#### Girls' Stories.

1. A story of how five little girls pretended to be other people.

2. A story of six children and all that they did in one day.

The boys' stories are full of wild animals, adventure, fighting games, while the girls' stories are of home life, toys, and pets.

It is interesting to notice in the stories at this stage how each child is developing a distinctive style, just as hearing people do in their letters, in their conversation and written descriptions, and as authors do in their works. It is impossible to give full illustrations, but while one child briefly describes action in sequence another child elaborates and exaggerates his actions. All the adjectives and adverbs he knows are dragged in and used to make his story impressive. One boy had acquired "very" and it was used incessantly in his stories—*e. g.*, "very, very, very, very, strong." Then again one child will give reasons for all the action in his story, while another doesn't bother about reasons, but races swiftly from the

beginning to the climax. The following story was one of the best written by the third-year class one morning. I have copied it exactly as it was written:

Once upon a time there were two little rabbits named Tom and Mary. One day, very hot, They said to mother "Please may we go to the field and play." Mother said "Yes all right. Tom and Mary put on their coat and cap and they ran to the field. They played danced. They were very surprised because Mr. Fox sat on a gate. They ran home. Mr. Fox ran after him. He caught Mary rabbit. He ate and ate all up. Tom knock at the door so hard. Mother heard him. She opened the door wide. Tom walked in. He shut the door very hard. The door were brokened and the door fell down. Mr. Fox ran to the house. He caught Tom rabbit. He ate and ate all up. He went to the wood and he fell fast asleep upon the grass. Mother fetched a sharp knife, and a large thread and needle, and she ran to the wood very gently, and she saw Mr. Fox sleep on the grass and she cut very gently his side. In little while out popped Tom rabbit and Mary rabbit. They were dancing and skipping round Mother rabbit. Mother rabbit said "Fetch a lot of stones on the brook." Tom and Mary rabbit said "Yes, all right." They ran to the brook and fetched a lot of stones and they ran to Mother rabbit. Mother rabbit put the stones in the Fox's side. Mother sewed very gently. Mother said to Tom and Mary rabbit Go home be quick. Mary and Tom rabbit ran home very fast. Mother hid behind the big tree. Then Mr. Fox woke up and He yawned very much.

He was thirsty because he wanted water. He got up and went to the brook. He went very drunk, and he fell in the water. Mother said "Hurrah! Hurrah! Hurrah! Hurrah!" She ran home very fast. She went in the house. She made the door. She shuted the door. She was tired. She sat on a chair. She said "Tom and Mary rabbit Mr. Fox fell in the water." They were very happy.

There are a number of practical points which have forced themselves upon my notice while I have been doing this experimental work. I will only mention those that I have found common to both classes which I have taught.

I cannot say that these points will apply to any class of deaf children in the junior grades, because my experience has been much too limited to allow of drawing definite conclusions, but I feel that to all class teachers they will at least be interesting.

The first and undoubtedly the most important is the impossibility of a set scheme in the junior classes. The following examples have been taken from one morning's work of the third-year

class, and they illustrate very well what I mean by saying that a set scheme is an impossibility.

"One master tiger," then later in the story "One very, very, very master tiger." This boy wants comparison of adjectives, yet there is no sign of this need in any other child's work.

Are you going to keep him waiting until the others are ready or are you going to force this lesson on the other children before they are ready for it? If the work is individual there is no need to trouble about this question. Give the boy what he wants when he asks for it. It is the psychological moment to teach it and if lost rarely returns.

Again take this example:

We played in the field.

I was Mrs. G. funny.

Alice was Miss S. funny.

Obviously the child needs the phrase "pretended to be," but the other children don't want it.

There were seven other examples showing the need of widely different constructions. Very rarely will two children in one class need the same construction on a certain day, and I feel absolutely safe in saying that never will ten children feel this need at 10.30 on Monday morning or any other time. Knowing this, is it possible to have a set scheme?

Secondly, I find that the little ones do not use or appreciate exact time expressions such as, tomorrow morning, this afternoon, days of the weeks, etc. With both classes I tried over and over again to force these expressions, but it was useless and at last I realized that I was wrong, and let them slide for a time. For at least the first year the children didn't ask for them and never spontaneously used those I had forced upon their notice, but they wanted and used very early indefinite time expressions, such as "a long time," "soon," "then," "before." I endeavored to discover if this difficulty with definite time expressions existed with hearing children and this is what O'Shea says about it. "Words descriptive of time and relations are the source of many linguistic struggles and mishaps. . . . Tomorrow, next week, or month, or year will get sadly mixed up

in the learner's speech." Children are incessantly plying their elders with the questions, "When is tonight?" "When will it be tomorrow?" "Next week?", etc. "When was yesterday?" "How long will it be before tonight?" With increasing experience the child slowly works out a temporal scheme or pattern in which time relations are ever more clearly discerned. Then as he employs terms which he has picked up from those about him to denote these time relations, the socius by his reactions enables the novice to tell whether or not he is using his terms according to the prevailing custom. And when he begins to appreciate the necessity of using his terms precisely, he learns effectively through imitation, reading, and the dictionary."

Thirdly, I come to question forms. During the first year I found that they were rarely used spontaneously. The children asked innumerable questions by means of expression, gesture, and an odd word or two—*e. g.*, a lifting of the eyebrows, and a sympathetic look accompanied by the word tired, means: Are you tired? The questions asked by tiny hearing children are just the same. As soon as the children begin to acquire the forms they make rapid progress. The order in which they acquire them varies, of course, with individuals, but I have usually found "Where?" to be one of the first used. Who? What? and How many? follow and then comes What for? meaning Why? here let me quote from Loveday and Green's psychology on this point. "It" (meaning the question Why?) is not asked till late in the third year, as a rule, and comes after the questions "Where? and What? and Who?" How? comes about the same time as Why? and the last of all is When? This bears out what I have already said about time expressions.

The fourth point I wish to emphasize is the importance of memory in the acquisition of language. The conditions which favor memory are:

1. Need.
2. Personal interest.
3. Association.
4. Vividness.
5. Recency and frequency of repetition.

The most important conditions, in my opinion, are need and personal interest. Dr. Hayward in his recently published book entitled "Mental Training and Efficiency," gives one chapter to "Laws of Memory," and in it he says: "It is possible, indeed, that the Law of Purpose is the one fundamental Law of Memory, the others being subordinate and auxiliary to it." As soon as the children realize the use of language they feel the need of it and at once the Law of Purpose is working. If the child wants language for a definite purpose he will be interested in the acquisition of it. How is it possible to make the Law of Purpose effective with little children?

This must be decided by each individual teacher for her own class, but I will give just a few ways that have appealed to my classes.

1. Give the children stimulating new experiences and they will at once demand language to tell others what they have seen.

2. Tell the children good stories full of action such as will appeal to their imaginations and rouse their emotions and they will be eager to learn the language in order to be able to write or tell the story again, or to make up their own stories, using the teacher's as the foundation—*e. g.*, the story already given as an example of the third-year class work is definitely based on "The Wolf and the Seven Kids," and "The Cock, Mouse, and Little Red Hen."

3. Rouse the children's curiosity and they will ask questions.

4. Give the children problems to solve and they will clamor for language to convey their solutions to you. For example, I gave the third-year class and the first-year class this problem one day:

Tom went fishing.  
It was very hot.  
Tom went to sleep.  
He dropped his rod in the water.  
He woke up.  
He saw his rod in the water.  
How did he get it out?

I gave them a little sketch in order that they should understand the conditions quite clearly. For the third-year class, of course, the problem was stated in more difficult language. Each child

reproduced the language of the problem easily, and at once set to work to make a sketch of his solution. As soon as the sketches were finished they were eagerly endeavoring to describe them in language. I was asked for all sorts of expressions.

The following is one of the best solutions from the first-year class:

Tom threw a *stone*.  
The rod *moved near* Tom.  
He picked up the rod.  
He went home.

The words in italics were given to the boy. These are some solutions from the third-year class:

Tom climbed a tree.  
He broke some wood.  
He climbed down.  
He reached the rod with the stick.  
He picked up the rod. He ran home.

Another was:

He took the string out of his pocket and threw the string in the water.

The string went over the rod.

Tom pulled the string and picked up the rod and he ran home.

A third indicates the influence of fairy stories:

He said to the rat "Please will you fetch my fishing rod in the water." The rat said "Yes." The rat swam and picked up the fishing rod in his mouth. He swam back to the grass and gave Tom the fishing rod. Tom said "Thank you." He said "Please will you play with me." The rat said "Yes." Tom fished again. He caught the fish. He gave the rat some fish, because you fetched my fishing rod. The rat said "Oh, thank you." He ate the fish. He went home. Tom went home. Mother said "Where are your fishes." Tom said "I couldn't catch the fishes."

A fourth was:

Tom said "Please dog will you fetch the fishing rod?" The dog said "Yes." The dog swam and swam and swam and picked up the fishing rod. The dog gave Tom the fishing rod. The dog was wet through. Tom said "Thank you." Tom said "Poor dog." Tom put the fishing rod on the grass.

Again:

He went to another house for a large boat. He bought it. He carried it to the pond. He put it in the pond. He got in the boat. He picked up the rod. He fell in the pond. He swam and hit his mouth. He came back. He wet all clothes. He cried very very hard. Mother heard Tom and ran to the pond. She said "Oh you poor thing." She said "You go to bed." Amen.

I have given these solutions with the mistakes made in order that you may see the opportunities for language teaching afforded by such work. All the ideas are the children's own and many of them are badly expressed. The children are only too delighted to be given better expressions to describe their sketches than those they have used, and they readily apply them to stories and other expression work.

While dealing with the question of memory, I will briefly mention two tests which I gave my first-year class a short time ago. The first I will call a rational memory test and the second a mechanical memory test.

For the first test I told the children this little story, and it was recorded by them on the blackboard:

Baby played in some water a long time.

Mother said "Where is baby?"

Father fetched baby.

She was very wet.

Mother took off her clothes.

She sat down by the fire.

She played with her dolly.

After lip-reading and reading it I told them to write it for me. One girl reproduced it in nine minutes. Five others reproduced it in eleven minutes, one boy couldn't remember how to spell "clothes" and would not be persuaded to go on until he had been told. He finished it in thirteen minutes and the remaining two children took a good deal longer. Of these one was only six years old and the other one is very slow.

A few days later I gave them the mechanical memory test as follows:

Leslie gave Miss Goodwin a sweet.

Miss Sharwood went to camp this afternoon.

It is very hot.

Marguerite had a bad cough.

We have two white flowers.

The quantity is less and there is no connecting link between the sentences.

The child who finished first took thirteen minutes, and the others varied from fifteen minutes to an unfinished reproduction through inability to remember what came next. The children asked me time after time what came next, while in the first test they didn't hesitate over the sequence. Undoubtedly if they had been given a list of odd words the time taken would have been much longer and the results much worse.

From these tests I concluded that it is waste of valuable time to ask children to memorize odd words and sentences. It is better to appeal to the rational memory. In the little story given the circumstances are understood by each child and the sentences follow each other rationally. The children know that babies love to play in water and that if baby is missing for a long time Mother will be anxious. Then, of course, baby's clothes will be wet and Mother will take them off to dry. Meantime baby must be comfortable and so she sits by the fire, but babies never sit still doing nothing, so she plays with her dolly.

It is because of this strong appeal to the rational memory that stories are so valuable as a means of teaching language. Of course the interest and emotion roused by the stories must help tremendously in making a vivid lasting impression on the mind. All this is lost if odd sentences and words are memorized. In support of this I will quote again from Dr. Hayward's book: "Of very great importance is Stiffen's Law. . . . In learning—*e. g.*, a poem—it should be repeated as a whole, not learnt bit by bit. This law is the simplest common sense. To learn a poem means to join each piece to the next indissolubly. But if we learn it bit by bit we have to spend extra time on the joinings! Moreover, we fail to get up any emotional effect if we split up a poem into bits; yet emotion is a tremendous agent for *fusing* things together!"

Lastly, I will briefly mention negatives. The negative form is not much used by young children. It doesn't make much

appeal to them. The heroes and heroines of their stories always do the things they want to do; failure seems far away from them. My first-year children very rarely ask for a negative form of a verb. When the children begin to use it they nearly always write an affirmative sentence and then put the negative. For example,

Mary hurt her leg.  
She cried no.  
She was brave.  
Jack fell in the water.  
He went home not.  
I saw no the nest.

Young hearing children use the negative forms in a very similar way, so I have not been concerned about these mistakes.

The children use the negative forms correctly later on in the second year, but even at that stage there is very little expression of negative ideas.

In concluding my paper I would ask all

readers to remember that the work described is purely experimental and that the time given to it has not been long, therefore there are probably many mistakes in the method, but, in spite of that, I am sure that it has made a very great difference to the children's attitude toward the work of acquiring language; for them it has become a pleasure instead of drudgery, and this has a great influence on their general outlook on life. The children are more normal in every way, and feeling this so strongly I would urge every teacher of young deaf children to consider the following words of O'Shea which are used in reference to normal children, "If in our teaching we would cause the pupil to express himself in reference to the matters of interest to him at the time, and then assist him in making this expression as effective as possible, employing all possible aids thereto, we should accomplish more for him than we do at present."

## A ROOKIE LIP-READER'S EXPERIENCES

By THOMAS R. BAKER

**M**Y HEARING was impaired by concussion while serving in the Rainbow Division overseas. After my discharge from the army I was allowed compensation and vocational training under the Federal Board. (I am specializing in greenhouse management.)

I had been in training over a year before I heard of such a thing as lip-reading. One Mr. Mays, a Federal Board man, who was stationed at the University of Nebraska in the fall of 1920 to help vocational trainees, advised me to study lip-reading; but I did not think much about it, and it was many months later when I decided to follow his advice. The Federal Board sent Miss E. R. Lyle, of Washington, D. C., to see me while she was covering the Lincoln territory. She so thoroughly explained the value of the "subtile art" to me that I made up my mind to try to learn it; but I doubted that I would ever have a bit of success, because I thought that lip-reading was only for the totally deaf. I thought I was not deaf enough for lip-reading and

feared that I would depend too much upon my ears.

But I have made some progress. In fact, from the day Miss Lyle demonstrated to my satisfaction that I could understand speech without hearing it, I tried to read lips, and soon found it a great aid just to watch a speaker's mouth.

On June 13 of this year I began studying lip-reading at the Kessler School of Lip-Reading, in Omaha. I tried to read lips always and everywhere, but I had been studying with Miss Kessler about two weeks before I picked up anything more than mere words or greetings outside of school. It was a happy moment when I caught my first whole sentence at the cafeteria, where I saw a girl say, "Look, there's a man eating with his hat on!" I turned around to look where her friends were gazing and saw a big, fat man eating with his hat on. At another time I saw a girl in a café say, as one of her companions left the table, "Ain't she an awful talker?"

A few days later, while making a call,



a lady whom I had just met asked me some questions. As I was not understanding all of them, I turned to my friend whose lips I could read more readily. He told me what she said and explained that I had lost my hearing overseas. The woman registered a long-drawn face of pity and I clearly saw her say, "Oh, the poor thing!" Soon two young ladies entered the room. I was introduced, but before I had resumed my seat, the lady said to the girls, "He's a poor soldier; can't hear anything"; whereupon they, too, cast glances of sympathy toward me, but always ignored me after that. A few minutes later, as my friend and I were leaving, one of the girls said to him, "Don't drink too much wood alcohol," not suspecting that I would understand her at all. I could not refrain from laughing.

When I went home for the Fourth of July I met many of my old friends and several former buddies, and all but one thought that I was "hearing" much better. This one carries a prized moustache that drops down over his lips, hiding his mouth completely. He had to yell at me as loud or louder than ever, and declared I was "foolin' my time away on lip-readin'." However, my wife, who had always had to raise her voice in speaking to me before I went to school to study lip-reading, did not think I was wasting my time, as I was now able to understand her by reading her lips.

During the same vacation I went to see my old boss. He talked so softly that I could not hear his voice. I answered his questions, and he seemed almost as much pleased as I felt. He took me where a crowd of men were working and said, "Boys, we won't have to yell at Tommy any more!"

After my return to Omaha, as I was going down-town, I met a Lincoln fellow whom I had not seen since we were in the same botany class at the university, over a year ago. We talked about ten minutes. Finally he asked me what I was doing in Omaha. When I told him he exclaimed, "H—; I forgot you were deaf!"

I have not allowed my deafness to keep me away from church, although I must confess I got very little from the

service. It was a great pleasure, therefore, when a short time ago I was able to follow a thirty-minute sermon without any trouble. This was the first sermon I had fully enjoyed since the war.

One afternoon another student of Miss Kessler's and I decided to study and practise in one of Omaha's fine parks. We went around to see the animals. As we were watching the grizzly bears a lady with a little girl asked me where the crocodiles were. I told her, and she said, "Are they loose in the lake?" We carried on quite a conversation, while my friend, who is just a beginner, marveled that I understood the woman, while she could not hear or make out a word.

While practising there in the park, I walked about twenty-five feet from my companion while she told me a story which I had never heard before. When she had finished I went to her and repeated the story. She then read sentences to me while I was standing off about fifteen feet, and I would repeat them for her. Several young couples began to watch us, and I saw one young man say to the others, "The lady is his teacher."

These are just a few of my experiences. I have talked with people sometimes who have not suspected that I am hard of hearing. Yet I am far from an expert. There are times when I have little success. However, I thought that by telling of what success I have had in two months' training, some one else might be helped to overcome his prejudices and fears and attempt to learn to read the lips. I should be glad to write to other ex-soldiers about lip-reading if I could be of any help to them.

#### LIP-READING

Lessens nervousness and timidity.  
Improves self-confidence.  
Prepares the way for new fields of employment.  
Restores lost courage.  
Educates the eyes to supplement the ears.  
Attacks self-pity.  
Destroys "the blues."  
Inspires to noble efforts.  
Nourishes mentality.  
Goads ambition.

The honest aurist, therefore, fails to fulfill his highest duty if he does not say to his patient: "Your eyes are your wireless. Learn to listen with your eyes."

—Elizabeth G. De Lany.

## THINK OF POOR OLD ROBINSON CRUSOE

By JOHN A. FERRALL

"WHENEVER you feel lonesome," says a modern Aristophanes, "think of poor old Robinson Crusoe. He had only Friday to keep him company. You have all the days of the week."

But, unfortunately, loneliness is not a joking matter to most of us; for loneliness is perhaps the most far-reaching power for unhappiness in all the world and the most universal affliction, for affliction it surely is. Not that I know anything about it. I do not. But that doesn't matter, for I am not one of those writers who needs actual experiences as the basis for his articles. Not at all. As far as loneliness is concerned, it just happens that I have one of those infantile natures, so easily amused and diverted that there has never been an opportunity for loneliness to force its way into my life. But I've heard of it. Oh, yes, I've often been told in detail just what loneliness is, and told in a spirit that implied only too clearly that my failure to join in the vehement denunciation of it was due either to mental deficiency or inherent perversity; most likely the former.

"Well," declared a lady I met at the Speech-Reading Club of Washington one evening last winter, "if you were not married and happy with your family, you'd be lonely, too. I'm often lonely, and I know lots of other deaf people who are lonely also."

She, of course, was only voicing a natural resentment at my pseudo-optimistic conversation; for, unfortunately, I talk just about as I write—and as continuously. But her guess wasn't a very good one, since it happens that I am not married. Perhaps this statement (or announcement) should be inserted in the advertising pages rather than here. But no matter. Quite evidently marriage is not my antidote for loneliness; so we must fall back upon the "mental deficiency" and "inherent perversity" theories.

One would think, however, that my friend was well on the way to the solution of her problem of loneliness if it happened that she knew other folks who were also lonesome. At least they could

get together occasionally and so reduce the aggregate of loneliness. One of the best things loneliness does is to lead to the formation of speech-reading clubs.

Curiously enough, speech-reading clubs cause me more anxiety than loneliness ever does; for I very seldom attend the meetings, and the members (and officers particularly) simply cannot understand why I do not welcome this means of relieving my loneliness. None of them believe that I am never lonely, that I haven't nearly enough time to do all the things I like to do and can do in spite of deafness. Besides, folks are always wishing one job or another onto me. Sometimes I feel very much like the little darky soldier who, during the late war, was carrying shells from a munition dump to the front. He was loaded down so heavily with the shells that he actually sank ankle deep in the mud. On one of his trips he stopped before the sergeant and asked:

"Sargeant, is you got my name on yo' list fur sho'?"

"Of course," said the sergeant. He ran his eye down the list and pointed to a name. "Here it is," he said; "that's you, isn't it—'Simpson'?"

The little darky looked at it.

"Yes, sir," he said; "that's it—Simpson. I just tho't maybe you had it down as 'Samson.'"

Why, do you know I attended the organization meeting of the Speech-Reading Club of Washington and I came within an inch of being put to work as an officer and director. I was defeated for election by a single vote, which, fortunately, I cast for my opponent. May Heaven forgive me, for I know he never will!

So I stay away and stay away from the club's meetings, and now the impression is getting abroad that I never attend unless I get word that refreshments are to be served. That is why "M. C. N." wrote for the July *VOLTA REVIEW* that brief account of the roof party given by the Washington Speech-Reading Club, and the "most delicious strawberry ice-cream" that was served.

She knew I would see it, since I read everything in the magazine, including the advertisements, searching for references to myself. And the members of the Club felt sure that it would make me feel badly to hear of what I had missed, for, of course, I wasn't at the party. And it did make me feel badly, too; for, after all, I merely said that I never get lonely, not that I never get hungry.

But speaking of loneliness, to which I shall refer incidentally from time to time as this article progresses, isn't it truly astonishing how folks differ concerning it?

Here is Dickens, for example, lover of humanity and apparently totally lost without the society of his fellows, painting in his "American Notes" a picture of the effects of loneliness terrible enough to frighten the life out of almost any one. The picture, it seems, was the result of a visit Dickens made in 1841 to some of the prisons of Philadelphia at a time when experiments in solitary confinement were being carried out. The very idea of solitary confinement appalled Dickens. "Better," he declares, referring to one of the victims, "to have hanged him in the beginning than to bring him to this pass and send him forth to mingle with his kind, who are his kind no more."

And yet there stands on the opposite shore from Dickens another figure prominent in the literary world—Thoreau. Thoreau deliberately sought loneliness, isolated himself from his fellows, and then pictured the results in a way to make almost any one eager to spend a time at least at Walden. He tells us that he "never found a companion that was so companionable as solitude." He adds: "I am no more lonely here than the loon in the pond that laughs so loud, or than Walden pond itself."

Of course, there will be carping critics to contend that even at this stage of his experiment Thoreau's mind was so affected by the solitude that he fails to make clear to us whether it is the loon or the pond that is doing the laughing in the quoted sentence. But that is all quibble, for who ever heard of a pond laughing? It is true, of course, that Longfellow has told us of the lovely Minnehaha — "Laughing Water" — for whom Hiawatha killed the "noble Mud-

jokivis," using its skin to make her mittens:

"He, to get the warm side inside,  
Put the inside, skin side, outside;  
He, to get the cold side outside,  
Put the warm side, fur side, inside.  
That's why he put the fur side inside,  
Why he put the skin side outside,  
Why he turned them inside outside."

I might say here that I positively refuse to accept responsibility for results, should teachers of lip-reading use this verse at their practise classes.

It is difficult, reverting again to loneliness, to accept readily anything we do not know of personally or have not experienced. So we find even so broad-minded a man as Burroughs questioning Thoreau's sincerity. "Thoreau," he says, "cultivated beans, gathered wild berries, did a little fishing, and, I suspect, went home pretty often for a square meal."

In another place Burroughs comes right out in the open and expresses his disbelief. "Thoreau whistled a good deal," he says, "and at times very prettily, to keep his courage up."

For my own part, I have always been willing to accept Thoreau's statements at their face value. I believe he is absolutely sincere when he assures us: "I have never felt lonesome or in the least oppressed by a sense of solitude but once, and that was a few weeks after I came to the woods, when for an hour I doubted if the near neighborhood of man was not essential to a serene and healthy life. To be alone was something unpleasant. But I was at the same time conscious of a slight insanity in my mood and seemed to foresee my recovery. In the midst of a gentle rain, while these thoughts prevailed, I was suddenly sensible of such sweet and beneficent society in Nature, in the very pattering of the drops, and in every sound and sight around my house, an infinite and unaccountable friendliness all at once, like an atmosphere sustaining me, as made the fancied advantages of human neighborhood insignificant, and I have never thought of them since."

It does seem rather absurd to think that in a world so full "of a number of things" as this, one should not be able to make life worth living in spite of the loss of a few advantages. As far as deafness is concerned, I sometimes feel

that the old proverb should be changed to read: None are so deaf as those who will not see. I am often reminded of a story told of the artist Turner. An Englishwoman who was examining some of his pictures said, pointing to one of them:

"But, Mr. Turner, I never saw anything like that in nature."

"Madam," replied Turner, gravely, "what would you give if you could?"

Most of us are willing to concede that solitude is not an unmixed evil. It was Ruskin, I believe, who, when he had an especially important piece of work to do, used to send a little notice to his friends, asking them to consider him dead for a few months.

Just where solitude merges into loneliness is difficult to say. I believe, however, that Thoreau puts his finger upon the spot rather accurately when he states that "the farmer can work alone in the field or the woods all day, hoeing or chopping, and not feel lonesome, because he is employed."

*Because he is employed!* I wonder if this doesn't offer the solution? Is it possible for any one continuously occupied to become lonesome? Sitting down and thinking of the things one should do is probably conducive to loneliness. Starting things and leaving them unfinished may be another pathway to the same place. At any rate, I cannot imagine anything more likely to shut us off from human companionship than this same habit of leaving things unfinished. Folks just naturally shun the person who never gets things done.

Then, too, there are numerous relatives of the young lady from Kent:

"There was a young lady from Kent

Who always said what she meant.

People said, 'She's a dear—

So unique, so sincere.'

But they shunned her by common consent."

If we can manage to avoid doing the things that tend to exclude us from the companionship of our friends and neighbors, it will surely be possible for us to find things to do to ward off loneliness during the brief intervals that we must be alone. If we do not need to work for a livelihood, we can develop a "hobby"; and it is astonishing how much can be gotten out of the simplest things. One

may achieve immortality through studies of the life history of even such an apparently insignificant thing as the ant.

Hobbies, too, sometimes have a way of developing into financially profitable undertakings; so much so that we occasionally find cases of the "tail wagging the dog."

The *American Magazine* told some months ago of the experience of Mr. William Sidney Ritch. At forty he was a bookkeeper. Some one gave his small son a camera, and the boy brought it to his father for instructions regarding its use. Mr. Ritch had to confess that he knew nothing about cameras. But—and here is the point—he did not stop there. "We will learn," he told his son. And so well did he learn, by study and experimentation, that within a year he wrote an authoritative booklet on flash-light portraiture, selling it to a large manufacturing concern for \$300. In the meantime, too, he had won a number of prizes for photographs which he had taken and submitted to various magazines. Encouraged by his success, he gave up his bookkeeping position and became a professional photographer. Today he is one of the best-known photographers of babies (his specialty) in New York City.

I suppose, however, that in the last analysis Nature is to be held responsible for the existence of loneliness. She just didn't balance things properly. For that matter, it may be that we constantly over-rate Nature. I have just been reading one of our modern philosophers, Medbury, who assures us that Nature very often gets things badly mixed. "There's no shade in the desert," he complains, "and that is where we need trees; but trees are always found in forests, where we don't need the shade. Grass grows out in the fields where it doesn't do any good, but if we want some in our front yards, we have to plant it." "And," he adds, pathetically, "in the winter we have cold weather when we need the heat. And in the summer we have hot weather, when we need the cold."

Nature has failed us in that she did not make some provision rendering it as essential that we feed the mind as it is that we feed the body. If we do not eat,

we not only suffer the discomforts occasioned by hunger, but we will actually lose our lives. But we can go along indefinitely without feeding our minds and never be aware of the omission. If we were compelled to feed the mind regularly, we would soon be able to entertain ourselves—and others. No longer would a moment's solitude bore us to the point of extinction.

Of course, from one viewpoint loneliness might be considered as a mark of superior intelligence—a sign that the mind has been fed regularly. It might be taken as indicating that one has been educated up to a point where simple pleasures no longer suffice. The mind demands the best, and since the best cannot be obtained without considerable effort, frequently loneliness results. So it happens that persons of simple tastes and limited intellectual demands are seldom lonely. My own case has already been cited in proof of this.

The disconcerting angle to the superior-intelligence theory is that a person so highly developed mentally should at least be able to entertain himself occasionally. We have so much in common with ourselves anyway that if we become still more interesting to ourselves, we should be the most entertaining company for ourselves—and for others. And those who have something worth while to contribute—mentally, morally, or physically—usually are not only welcomed but sought out. They are something like the boy a gentleman noticed loitering along the street, a package under his arm, stopping to look in the show-windows or at anything else that attracted him.

"You'd better hurry along home," said the gentleman, jokingly, "or you'll be late for dinner."

"Oh, no I won't," declared the boy positively, looking at the package beneath his arm. "I've got the meat!"



"Always in preaching the parson had looked for the face of his friend; always it had been his mainstay, interpreter, steadfast advocate in every plea for perfection of life."

—James Lane Allen.

FRIENDS, FAR AND NEAR, AND ALL  
DEAR:

Have you ever been on Cape Cod in the month of August? Cape Cod, you know, is that curving arm of land that Massachusetts thrusts into the Atlantic. And right at the crook of the elbow the arm has been severed by a canal, through which ships may pass with greater speed and safety on the trip from Boston to New York. I do not think it is generally known that the idea of this canal was first conceived by Miles Standish, and that it was George Washington who first

sent surveyors to survey the land. However, it was not until the year 1914 that this excellent piece of engineering skill was carried into effect. Cape Cod is also a delightful country of pine forests, cranberry bogs, sand-dunes, lobster pots, and old wharves, where reminiscent sea captains tell of "better days," when clipper ships made the ports of India and China.

The fame of Cape Cod has already been immortalized through the novels "Shavings," "Cap'n Eri," "The Portygee," and, more recently, "Galusha the Magnificent," by Joseph Lincoln. The

splendid automobile highways take the eager sight-seers by quaint white clapboard cottages, by radiant gardens crammed with phlox and poppies and asters and brilliant hollyhocks nodding over the picket fence. One sees the picturesque, sturdy old windmills crowning a Cape Cod sand-dune, and the wheel creaks in protest, as the wind turns it slowly around. Indeed, you will not find a quainter, sweeter country in all the thousands of miles of America than this little strip of summer land called Cape Cod.

We work and strain and struggle through the long winter, but almost every one of us takes a breathing spell in the summer. Those who claim only two weeks of rest and recreation often find as much of beauty and loveliness in the world about them as those who are more fortunate in the length of their holidays. And yet there are a few who cannot escape from their duties, and I think it would be generous for those of us who have had the privilege to share it with them. So tell me where you went on your vacation and what you saw, for through this page you may reach these others.

We all know that the marvelous inventions of today are carrying along the progress of the world in leaps and bounds. News that would have electrified the world with astonishment and surprise less than a hundred years ago is read almost with indifference in the news columns of today. The telephone, telegraph, wireless, electric lights, automobiles, aeroplanes, and submarines have become our servants. We use them as instruments of commerce or weapons of war. Although almost all of them are less than fifty years old, we regard them as our inheritance rather than our newly discovered treasures. They already form the background of our immediate past.

What of our present? They have just telephoned from San Francisco to Cuba. They have sent clear, legible photographs by wireless from England to America. They have built and operated a three-tier airship at Caproni. They have guided an empty automobile through a crowded city street by radio. Did you realize the significance of the recent invention by John Hays Hammond, Jr., when he de-

clared that he has found a method by which a torpedo can be fired along a curved course? It means that a target can be hit around the corner; that two targets, placed in different directions, can be fired upon at the same time.

It does not seem at all wonderful today to read that a skillful mechanic can slice off a piece of steel only one-thousandth of an inch. But can your mind grasp the astonishing fact that two hundred-millionth of an inch of steel can also be ascertained? The human eye cannot see it, but the human intellect can measure it by sound waves and electricity. The Lord's Prayer has actually been written in a script so small that were it possible to transcribe the whole Bible in this script it could be written *twenty-two* times on a square inch! I read this statement in an editorial of a reliable newspaper, which claims that this is vouched for by the Royal Microscopic Society of London. If this is the present, what does the future hold? It holds miracles so wonderful that we who are deafened should live in hope and happiness every day of our lives. If any of you come across news of astonishing inventions and discoveries that may have slipped the notice of the rest of us, I hope you will write and bring it to our attention.

I believe that if we think and talk too much about our deafness and the hardships that it entails, we cannot help becoming introspective, and so I have suggested these other subjects in this article for discussion. If you read books, magazines, and newspapers intelligently you will not miss so much the old-time social affairs that you now forego. *But* if you read the lips, you need forego nothing, since you can enjoy both the stimulus of discussion and the satisfaction that comes from social intercourse.

One of our new friends, who has written me for the first time, has taken the popular advertisements of today and made them into advertisements for lip-reading. She calls them "Added Ads."

"Don't think, because you are hard of hearing, that it is *Time to retire*; take lip-reading lessons.

If you cannot hear, you must take lip-reading lessons — *Eventually; why not now?*

If you are hard-of-hearing, take lip-reading lessons—*There's a reason.*

Why take lip-reading lessons? *They satisfy.*

Do lip-reading lessons pay? *Ask Dad; he knows.*

*Have you a little fairy in your home? Learn to read your child's lips.*

*Let the Gold Dust Twins do your work, so you will have more time for your lip-reading study."*

There has been as yet no opportunity to hear from the readers regarding the continuation of the Friendly Corner and the adoption of a national Correspondence Club. I shall hope to be able to tell you the results in November.

THE FRIENDLY LADY,  
35th Street and Volta Place,  
Washington, D. C.

Have you forgotten to enclose a stamped self-addressed envelop when you desired a personal reply?

#### CLARKE SCHOOL TO INCREASE ITS ENDOWMENT AND BROADEN ITS SCOPE OF WORK

The Board of Trustees of Clarke School, Northampton, Mass., of which Dr. Alexander Graham Bell is President, have announced their decision to enlarge the scope of work of the school and to seek an endowment for its support. Vice-President Coolidge, long a resident of Northampton and for some time past a member of the Board of Trustees, has accepted the chairmanship of the Trustees' Committee on Endowment. In a circular addressed to the friends of Clarke School, signed by him and other members of the committee, a brief résumé of the history of the school's fifty-four years of service is given and announcement is made of the resolution of the trustees to undertake the raising of additional endowment.

An appeal to the general public will be made in the fall for a fund of \$500,000 to meet the present financial and physical needs of the school and for the endowment of the Research Department. It is estimated that \$350,000 is the minimum amount necessary for the establishment and endowment of the Research Depart-

ment. The Board of Trustees have taken initial steps to create "The National Board of Directors of Clarke School," this board to be composed of prominent business men, scientists, otologists, psychologists, educators, and others of special attainment in their respective fields of endeavor. The appeal for support of the project will be sponsored by this board, and later it will act in an advisory capacity to the Board of Trustees, and future members of the Board of Trustees will be selected from the membership of the Board of Directors.

With the establishment of the Research Department the scope of the work now being done at the school will be very considerably broadened, not only as it relates to helping deaf children, but also to increase the value of the normal school; and it is hoped to make the Research Department a direct benefit to all those who are now deaf or may later become so, as this department will concern itself with the problems relating to the deaf and hard of hearing. The knowledge secured in the conduct of research will be made public from time to time.

While only the preliminary work in connection with the financial appeal has so far been made, a generous response has been secured from a great number of people and a majority of the speech-reading clubs. In a letter addressed to a number of those known to be interested in the general cause of the deaf, Mr. Coolidge urges an initial *contribution of service*, requesting the names of persons who are known to be interested in general philanthropic works.

The Endowment Committee consists of Dr. Alexander Graham Bell, honorary chairman; Honorable Calvin Coolidge, chairman; and among other members of the committee are John Skinner, treasurer of the West Boylston Manufacturing Company, Easthampton, Mass.; George B. McCallum, treasurer of Smith College and president of the McCallum Hosiery Company, Northampton, Mass.; Gilbert H. Grosvenor, president and editor of the National Geographic Society; George Crompton, of Crompton & Knowles Loom Works, Worcester, Mass.; Caroline A. Yale, principal of Clarke School, and others from various parts of the country.

## EDITORIAL COMMENT

## THE CLARKE SCHOOL CAMPAIGN

CLARKE SCHOOL, the oldest oral school for the deaf in the United States, has announced the inauguration of a campaign for \$500,000.

The work and worth of Clarke School are too well known to need comment. The names of its campaign committee (see elsewhere in this magazine) attest its standing. There is probably not a school for the deaf in the United States that has not felt the effect of its influence, and pupils and teachers have come from many foreign lands to study its methods.

For several years the school has felt the need of increasing its endowment fund, and at a recent meeting of its board of trustees steps were taken toward a plan to raise a fund sufficient both for the immediate needs of the institution and for establishing research work, which will doubtless be of great benefit to the deaf.

We bespeak the interest and support of all our readers for this worthy cause.

## JOE DE YONG, COWBOY ARTIST

The August number of *Outing* contained an account of the work of Joe De Yong, a young cowboy who is doing remarkable work in the field of art.

Mr. De Yong's case seems one of those in which a handicap proves only a spur, for if he had not lost his hearing at the age of twenty he would doubtless have remained a "cow-puncher" for the rest of his life, never realizing his talent for drawing and sculpture.

As a means of communication with the Indians, among whom he does much of his work, the young man uses the Indian "sign-talk," but among English-speaking friends he depends to a considerable extent upon lip-reading, which he has taught himself. He is totally deaf, the result of spinal meningitis.

## THE SYRACUSE CLINIC LIP-READING SCHOOL

The Syracuse Clinic is based upon the old principle that two heads are better than one. Hence, when Dr. T. H. Halsted unfolded to me his idea of conduct-

ing a lip-reading school in the clinic, my first ejaculation was one of genuine joy, as I exclaimed reverently, "God will bless you for this!" For, as the lip-reading teacher knows, there is no more ideal method of expanding the gospel of speech-reading than to have the foremost local aurist take a personal interest in his patient's mastery of the art. Moreover, from a therapeutic standpoint, treatments will be more effective when the patient is buoyed up in hopefulness and optimism by striving for a new accomplishment.

In addition to this, the co-operation of the aurist and the teacher is the surest way of reaching that person who needs to learn, but has either never heard of lip-reading or has not been properly urged to acquire it.

Thus, when I was asked if I would do the teaching at the Syracuse Clinic, my prompt reply was, "Surely I cannot do enough good alone, doctor; but with you to help, there is no end to what we may accomplish for hard-of-hearing humanity."

In the Syracuse Clinic, co-operation is the keynote of success. Departmental work allows of all supplementary means of developing corrective health measures. Here a band of fifteen reliable and experienced specialists have bound themselves together for the practise of group medicine. By correlation of effort, elimination of waste in time, expense, and equipment, they may produce a combined skill not usual in independent practise.

The fundamental point in all medical success is accurate diagnosis—a thing made ideally possible where all methods of examination, all mechanical processes, etc., are housed together.

Modeled after the famous Mayo Clinic in Rochester, Minn., we have a body of reputable and experienced men whom the public will trust. The otological department is headed by Dr. T. H. Halsted, who has wisely recognized that, as an adjunct to his aural practise, a school for lip-reading is the logical requisite. In like manner other correlated departments exist, such as a gymnasium, where corrective muscular work, massage, etc., are given.



The complete harmony of every department produces a splendid army of fighters in the battle for greater health. Thus the lip-reading banner is hoisted in Syracuse.—*Elizabeth G. De Lany.*

#### THE WHITAKER SCHOOL, DENVER

The fall term of the Whitaker School of Speech-Reading opened September 1 with a gratifying enrollment. The school is advertising interesting changes, and an inspiring series of lectures on Notable American Women is announced. These lectures will be given by Miss Virginia Sinclair.

#### A NEW SCHOOL

A new school of speech-reading for adults has been opened in Cleveland by Mrs. James R. Garfield and Mrs. Cora C. Weston. The Kinzie method is used. Much interest has been shown in the project, and the hope is expressed that it may find a wide field of usefulness.

#### THE MULLER-WALLE SCHOOL, NEW YORK

Miss Mary Dugane has announced the re-opening of her school in October. At the Thursday classes Miss Dugane's subject will be "France and Frenchmen of the Past." Mrs. Hayes will give a series of "Travel Talks," covering an extensive overseas trip of the past summer.

#### PLANS FOR A LEAGUE IN DETROIT

Nearly one hundred persons were present at a mass meeting held in the Detroit Board of Commerce Auditorium, Sunday afternoon, September 4. The meeting was called by John M. Orr, who is promoting a League for the Hard of Hearing in Detroit. Miss Gertrude Van Adestine, principal of the Detroit School of Lip-Reading, gave a talk on her broad views of what a league should be.

Mrs. Rodney C. Dewey, of Toledo, and a delegation from the Toledo League were present. Mrs. Dewey spoke of the work in Toledo and told of the newly organized manufacturing department, in which all kinds of women's and girls' garments were being made. She advocated that all leagues be controlled entirely by the hard of hearing themselves, all hearing friends coming in only as associate members. That there should be no special or professional interest in the leagues except as associate members and as honorary officers.

Miss Mabel Lindner, of Dayton, Ohio, Director and Secretary of the Dayton League, spoke of her organization, which has built up a large membership in less than a year. It is organized on the plan of the large city leagues and engages in all the activities of leagues in other cities much larger than Dayton.

Mr. Orr, who has been at work in promoting the League, has outlined the material of which a league is composed, in *THE PEOPLE*. More than one hundred and fifty have expressed their interest, which shows the demand for a league in Detroit. Mr. Orr spoke of the situation in Detroit, as he found it among those who are hard of hearing, and also of how opportunities are unjustly closed to the hard of hearing in many positions in which they really could excel. He advocated social-service work, and in this connection the circularizing of employers, explaining the merits of hard-of-hearing employees, and why as a general rule they have highly developed mental power.

Mrs. Henry Deuter, a very enthusiastic worker for the League and president *pro tem*, had charge of the meeting.

#### STRATEGY FAILED TO WORK

His mother-in-law is deaf—"thick o' hearin'," as they said in the old days.

Mother-in-law went to the movie the other evening and, before leaving the house, requested that if the other members of the household went out the key be left in the mailbox. The others did go out and the key was left in the designated place. When they returned the key was missing. Mother-in-law had locked the door and carried the key inside. She was seen sitting near an upstairs window, reading. The doorbell was rung until it ran down. The telephone did not reach her ears. Those left out in the cold, cold world were in despair. The neighborhood had been aroused by the noise made in attempting to make mother-in-law's defective hearing take spark. She read peacefully on.

Finally Mr. Son-in-Law had a happy thought. He would try strategy. He turned the hose on her window.

Mother-in-law thought it was raining, got up and closed all the upstairs windows and went back to her book. Strategy had not only failed, but had tightened the barrier of sound.

It was not learned just how those outside got inside.—*Indianapolis News.*

#### A DEAF-BLIND GIRL OF AUSTRALIA

Mr. Harold Earlam, superintendent of the New South Wales Institution for the Deaf and the Blind, has written "The Story of Alice Betteridge," a deaf-blind girl who has been educated in his school.

After eight years in school, Alice was able to read such books as "Uncle Tom's Cabin" with interest and appreciation, and to write letters to her parents that were "models of what a child's letters should be." She was accomplished in knitting, basket-weaving, and sewing simple garments, had an excellent fund of general information, and was studying geography, history, arithmetic, nature, etc.

The first extract from the Proceedings of the Boston Convention will appear in the November *VOLTA REVIEW*.

# HOW A DEAF CHILD WAS TAUGHT SPEECH-READING AND SPEECH \*

By MARY HILLIARD BICKLER

(Concluded from the September number)

FEBRUARY 2.

DEAR MARGEY: Such a lovely surprise as we did have last Wednesday. At about 8 o'clock that night I had a long-distance telephone call from Dallas, and while I waited for the party at the other end I wondered who it could be. Then I heard a man's voice ask if I were Mrs. Martin Henderson, and when I said "Yes," he said: "This is Captain Dale." And then he told me that he was Mamie's uncle, and that he had been ordered to border service; that when he learned that he would have to report at San Antonio he had telegraphed you for Mamie's address. He said he had one day of grace before he had to report, and that if it would be convenient for us he and his wife would like to spend the next day with Mamie. I was most delighted, so he told me to tell Mamie that "Uncle Arthur" and "Aunt Pauline" were coming to see her.

As soon as I put the receiver up, I told Mamie to get her kodak book, and when she brought it I turned page after page until I found the picture of a man in uniform who I supposed was "Uncle Arthur." I showed her the picture, and then I pointed to tomorrow on the calendar and told her "Uncle Arthur" was coming. She seemed to know the picture, but she did not know his name from lip-reading. Then I told her that "Aunt Pauline" was coming, but I did not dare point to a picture for fear I would make a mistake. "Uncle Arthur," for my special benefit, has since written the names under the different pictures in Mamie's kodak book.

They arrived here in time for breakfast Thursday morning, and Mamie was as happy to see them as they were to see her.

As soon as breakfast was over, Mamie wanted to show them what she could do, and they proved a most appreciative audience. Captain Dale named the things on her chart, and she pointed to them with a proud, certain little manner that she has when she is sure of herself. Then I gave her some commands, as "Please get the paper." "Brush your hair." "Get your black shoes," and similar commands. Then she said all the words she knew, and pointed to the object as each was said. I had her give some of her drills, and before she had finished Captain and Mrs. Dale were both begging me to teach her their names. I told them that she could not say "Uncle" nor "Aunt," but I would let her try "Arthur" and "Pauline." Mamie is not ready for drill-work on two syllables; but they were so anxious to have her try to speak their names that I told them I would give her the combinations for the names.

First I had her say "arf arf arf," then "arth arth arth," then "thar thar thar," and then I tried "arthar" and had her say the last "ar" quickly, which made a very good pronunciation of "Arthur." I never saw any one so pleased as Captain Dale was. He made her say it over and over, and each time pointed to himself. It confused her a little at first, as I had been saying "Uncle Arthur" to her, and so by saying "Uncle Arthur" very slowly and emphasizing "Arthur" she soon understood.

Then Mrs. Dale wanted me to teach her "Pauline"; so I did it in this way:

par par par	lar lar lar
paw paw paw	law law law
	loo loo loo
	lee lee lee
parlar	pawlar
parlaw	pawlaw
parloo	pawloo
parlee	pawlee
	pawleen

\* This valuable article appeared in THE VOLTA REVIEW, July to November, 1917. Its republication in pamphlet form for distribution among mothers and teachers of young deaf children is made possible by a recent gift—the William John III Memorial Fund.

Margey, I have never been as proud of Mamie as I was when she got those names. Of course, she does not say them as smoothly as she will when she has had the drill-work preparatory for two-syllable words, nor does she accent as well as she will after she has had the accent work with the piano.

I gave Mamie the words "a soldier" from the lips, and called her attention to Captain Dale's uniform. Then I showed her a picture of a soldier and we pasted it on the chart. I gave her this to show Captain and Mrs. Dale just how I had been giving her the words on her chart.

After dinner Martin arranged for an automobile trip and we all went for a long drive. It was warm enough to make driving very pleasant.

Captain Dale is not sure whether he will be stationed at Brownsville or San Antonio, but is hoping it will be the latter, as he and Mrs. Dale would be able to come over frequently if stationed there. They left that night, as the Captain had to report for duty at 9 o'clock the next morning. We all enjoyed their visit so much, and Mamie, I believe, was the happiest of all.

SHERWOOD, *February 14.*

DEAR MARGEY: We started our nature work today. Yesterday I had "Uncle" Noble, an old colored man, bring some rich soil and put it into shallow wooden boxes for me. He helped me place them in the hot-house, where they would get plenty of sun and where the children and I could get at them easily.

This morning Helen, Mamie, and I went to the hot-house and I showed them the boxes and told them we were going to plant seed. After giving them each a spoon, the three of us began the work of digging little trenches in the boxes for the seed. When we had finished, I surprised the children by opening a small box, where I had ever so many packages of seed. We selected the packages of flower seed and put them together. I said to Mamie, "These are *flower* seed," emphasizing flower; and then, showing her the different packages of vegetable seed, I said, "These are *veg-*  
*table* seed."

We arranged our boxes so that the boxes containing the vegetable seed would be together and those containing the flower seed together. As we opened each package, I took out one seed and said, "A seed" to Mamie. Then we scattered the seed in the little trenches, using a separate box for each kind of seed. After we had put the soil over them, I had Mamie bring some water and we watered them.

I pasted the envelope which had contained the seed on the box where the particular seed had been planted, in order to be sure not to make a mistake in recognizing our plants when they came up. Our pictures show that we have planted lettuce, tomatoes, peas, and okra as the vegetables; and poppies, sweet peas, nasturtiums, verbenas, and mignonette. I saved a poppy seed and pasted it on Mamie's chart, so that I can review her on it in lip-reading.

Tomorrow I shall begin giving her the names of different vegetables for lip-reading, as she will have practise reading our lips at the table when we have these different vegetables. In spring, when the flowers begin to bloom, I shall begin to give her the names of them.

The children themselves are to water the seed and help me remember to open the windows in the middle of the day whenever it is warm enough to do so, and to see that the windows are down at night, before Jack Frost comes around.

Mamie has begun to learn the names from lip-reading of the different rooms in the house, as the living-room, the dining-room, etc. When she is able to distinguish one room from the other, I shall give her the names of different pieces of furniture which belong to the different rooms.

Mamie is still saying "Arthur" and "Pauline," and she says them so often that there is no danger of her forgetting them. She can say "cow" also. Last week I gave her "ou" and then I put it into combinations, and for days we drilled on

fou fou fou  
pou pou pou  
tou tou tou  
kou kou kou  
shou shou shou

As soon as she could say "kou," I showed her a picture of a cow and had her say "cow."

I try to be very systematic about my drill-work with Mamie. Each day we work on whatever new sound I want her to get, and as soon as she can say that sound, if it is a vowel, I put it into combination with every consonant she knows, always using "f" first, as it is the easiest consonant to use in combination. If the sound that she gets is a consonant, I combine it with all the vowels which she knows, using "a(r)" to begin with. This morning she learned "s," so we worked on "sar sar sar" until she could say that smoothly. I am having her give all her consonants, final as well as initial, in these drills. We have had a great deal of practise on each vowel, using the different final consonants, as for "oo" we have had

oof oof oof  
ooth ooth ooth  
oop oop oop  
oot oot oot  
ook ook ook  
ool ool ool  
oon oon oon

When I feel that Mamie needs special work on any one sound, I use that sound in every combination that she has heretofore had. For example, if she needs practise on "m," then I give her

mar mar mar  
maw maw maw  
moo moo moo  
mee mee mee  
mou mou mou  
mar maw moo mee

If a vowel is to be given special practise, as, for instance, "aw," then I give this:

faw faw faw  
paw paw paw  
taw taw taw  
kaw kaw kaw  
shaw shaw shaw  
thaw thaw thaw

I am very careful not to give these drills for too long at a time, as I never want Mamie to feel tired after any of her exercises. We have them at all times of

the day, but for only short periods at a time.

I hope the valentines reached there today. Mamie and Helen worked very hard to finish them in time to reach you today. In the mail today they received some beautiful ones, postmarked "Oakland." The Captain and Mrs. Dale sent each of them a heart-shaped box of candy.

This day, like all of their holidays, has been most enjoyable for the whole household.

FEBRUARY 19.

DEAR MARGEY: The piano-work is going along nicely. Every night, after supper, the children insist that I sit down and render a few selections. Mamie puts her chair up against the side of the piano and, with one hand on the piano, she watches every movement of my lips. I always play something in  $\frac{3}{4}$  time and count for her.

The other night I was playing a little song which Helen was singing, and I happened to look at Mamie, and there she sat, watching Helen intently and moving her little lips as if she were really singing. I could not tell whether she was making any sound, as Helen's voice and the piano kept me from hearing her.

When Helen had finished her song, I got out a little song called "Dance, Children, Do," which is in  $\frac{3}{4}$  time and is easily accented. I first had Mamie repeat after me "far far far," and then I held her hand on my throat so she could feel the accent which I gave to "far far far." After a little practise she was able to give it, and then I played "Dance, Children, Do," and with one of her hands on the piano and the other on my throat I had her watch me as I said "far far far; far far far; far far far" to the time of the music. After she had repeated it with me several times I had her try it alone, and she was so delighted when she could say it by herself that her little face was wreathed in smiles.

Last night I had her try other syllables with the music, and she did very well with "lar lar lar; thar thar thar; shar shar shar" and several others.

This morning a tiny envelope was de-

FEBRUARY 26.

livered at the door. It was addressed to "Misses Helen Henderson and Mamie Dale," and proved to be an invitation to a Washington's Birthday party. I am going down-town early in the morning to get material for two Martha Washington costumes, and from then until the 22d our house will be turned into a dress-making establishment.

But I must tell you of a cute scene that was enacted about an hour or so after the invitation was received. I had given the invitation to the children and had told them they were going to a party, and emphasized "party" so that Mamie could be sure to see the word.

Shortly thereafter they were in the living-room, and as I passed the door I stopped and watched them without their noticing me. Mamie had the invitation in her hand and Helen was standing in front of her trying to teach her to say "party." Mamie said "par," and finally "part," but she could not get the last syllable. Helen kept exaggerating the pronunciation of the word, while Mamie continued imitating Helen as best she could. I tip-toed off, and in a little while I came back and told Helen that I thought I would see whether Mamie could say "party." Helen said: "Oh, mother, I have taught her to say part, but she cannot say 'party.'" Then I had Mamie repeat after me:

par par par	tar tar tar
	taw taw taw
	too too too
	tee tee tee
partar	
partaw	
partoo	
partee	
party	

By saying the "tee" quickly, it is shortened and gives the sound of "ty."

At noon, when Martin came home, I told Mamie to take the invitation to him and say "party." She did as she was told, and thereupon Martin said she ought to have the prettiest costume at the party for being so smart.

Good-bye; no more letter-writing until my "Martha Washingtons" are safely on their way to the party.

DEAR MARGEY: The party must have been a crowning success, judging from the pleasure my girlies got out of it. They came home radiant and with hands full of souvenirs. They had red, white, and blue caps and horns, red and white candy walking sticks tied with blue tissue paper, and little red hatchets, which Helen said they had tried to pin on a tree after being blindfolded. They both looked very cute in their costumes. I powdered their hair after combing it up on their heads into knots, and this pleased them very much; in fact, so much so that they paraded before the long mirror like two peacocks. I have taken a picture of them in their costumes which I shall send as soon as I have the film developed.

In spite of the dressmaking that was going on at that time, I took up another feature of lip-reading with Mamie. It is the question form, "How many. — (blank) have you?" To fill in the blank I use only such words as may be answered with the word "two," since that is the only number Mamie can say. She has had the following questions: "How many arms have you?" "How many thumbs have you?" "How many feet have you?"

I started this because it gives such good practise in lip-reading of connected language, and it also gives Mamie drill on speaking the word "two"; and then, too, I knew she would like it, and so much can be accomplished when a subject is pleasing and interesting to a child. I hope it will not be long before I can ask her, "How many mouths have you?" "How many heads have you?" and have her able to answer, "One."

I have added "gold" and "silver" to the list of colors that Mamie reads from the lips. I do not believe that they exactly come under the head of colors; but Helen has been begging me to put them on Mamie's chart, for she says queens wear gold and silver dresses; and a great many do, according to our fairy book.

I am almost at a loss for more colors, as she knows, besides gold and silver, blue, yellow, red, black, white, orange, purple, green, and pink. She confuses red and green; but even the best lip-readers are apt to confuse those two words, since

they look so much alike. I am using these colors with objects for lip-reading, as "A *black* tie." "A *white* dress." "A *red* ball," and so on. In spring the many different-colored flowers will help me out materially in affording variety in lip-reading. And, by the way, our seeds have come up; not all of them, however, but enough to put to shame the other seed when they do come up.

My little girls I have found quite dependable, as they have not forgotten one single time to remind me to both open and close the windows and to otherwise attend to the plants. I often pretend that I had really forgotten to do *my* duty, and they pride themselves on being big enough to remember things I failed to remember to do.

Won't you please come down this spring and help us eat our choice vegetables?

OAKLAND, *February 27.*

DEAREST HEBE: I do want you to know how glad I am that you are such a believer in nature-work. And I am glad, too, that you believe in starting with children so young. I can well imagine that my little girl is enjoying that work, and I am so anxious for her to keep on with it, so that she may become familiar with flowers, trees, birds, and insects. I feel that the lessons obtained from the knowledge of the habits of birds and insects are most invaluable.

To show our appreciation of the nature-work, Mr. Dale and I are sending two bird-houses which we hope will add a pleasing touch to your yard, as well as afford some interesting lessons for the two girlies.

Hebe, dear, I so often think how wonderful you are. Every time I get one of your letters, telling of Mamie's progress, I sit and wonder how any one can be so wise. Mr. Dale and I both enjoy your letters so. We read them over together, and with the help of the little book on sounds which we have, and Miss Avondino's articles in *THE VOLTA REVIEW*, we understand and enjoy the speech-work especially.

Kiss our dear little girlie for us. Our best love to you all.

SHERWOOD, *February 28.*

DEAR MARGEY: Mamie and I want you to help us in the search for pictures. Unless you are particularly interested as we are, you cannot imagine how difficult it is to find clear-cut pictures of the simple objects around the house and of the domestic animals. We are trying to get some attractive pictures, for we are making a scrap-book. The pages of the book are made of light-blue silkline, cut into six rectangular-shaped pages, folded in the center. There are four holes punched in the fold, and when the ribbon is run through and tied it makes a very neat book of 12 pages. Mamie ran the ribbon through the holes and tied the bows herself, and as a special decoration she cut the edges of the pages like this: VVVV.

The purpose of our scrap-book is to keep a record of the words Mamie learns to speak. It is easy to drill her on these words when they are grouped together in this way, and there is no danger of our neglecting to drill on any one word until she has forgotten how to say it. It is a very common thing for little deaf children to forget words that they are not drilled on constantly. Tell Mr. Dale that his picture—the kodak one he sent last week—adorns the first page, as Mamie can say "Father" now. She learned it soon after she learned "Arthur," but I have been waiting for her to learn "Mother" before I wrote you. She does say "Mother" very well, but not smoothly enough for me to really say that she knows it. We shall keep working on it every day, and as soon as possible your picture shall have as prominent a place as that of Mr. Dale's. I have reserved the first page for pictures of the family, and I have written Captain and Mrs. Dale, asking for a kodak picture of each of them for this book. When we get these pictures pasted in, our family page will have to remain with only four pictures, as I fear it will be a very long time before Mamie can attempt "George," "Charles," or even "Florence." These are very hard names to say, and should not be attempted until the necessary preparatory speech-work has been given.

Page No. 2 is our domestic animal

page, which already contains a picture of a *cow* and of a dog's *paw*. On another page we have pictures of an *arm*, *thumb*, *tooth*, and several *teeth*. The last two words she has learned within the past few days. On another page there is a picture of a *shoe* and a *car*. We have a separate page for numbers and one for colors. Mamie herself colored two spots on a small card to paste on her number page, but as yet her color page is blank. I think this grouping of the words on different pages will give some system to her book and make her words less confusing to her. I am still looking for a picture of a party. I want one of a children's party, so if you come across one please send it.

But, before we go any further, I must tell you how she learned "tooth" and "teeth." We had been drilling on

arf arf arf  
awf awf awf  
oof oof oof  
eef eef eef  
  
arth arth arth  
awth awth awth  
ooth ooth ooth  
eeth eeth eeth  
  
tarf tariff tariff  
tawf tawf tawf  
toof toof toof  
teef teef teef  
  
tarth tarth tarth  
tawth tawth tawth  
tooth tooth tooth  
teeth teeth teeth

I had intended giving her "tooth," but thought I would wait until later on to give her "teeth." In going over the exercises she recognized "teeth," because I have been saying, "Brush your teeth" to her every morning. When she recognized the word she caught my hand and took me into the bath-room and showed me her tooth-brush. For fear she might connect the word "teeth" up with the meaning of the word "tooth-brush," I showed her what the word "teeth" meant.

In teaching "Father," Mamie first learned the voiced form of "th"—th, as it is written in the little book, "Forma-

tion and Development of Elementary English Sounds," which you have. When Mamie could say "th," we had more drill-work with "thar." Then we had "far far far" and "farther farther farther," and by having her repeat this with her hand on my throat she could feel the accent, as well as the shortening of the last vowel. She gets the accent in "Father" much better than she does "Arthur," and I attribute it to her counting at the piano "far far far," and also her familiarity with the syllable "far."

The work on "Mother" is somewhat difficult, because in giving it there are two vowels to be shortened instead of one. Perhaps I had better tell you just what syllables I use, as it will be clearer for you:

"mar mar mar"      <sup>2</sup>thar <sup>2</sup>thar <sup>2</sup>thar  
"marthar" (<sup>2</sup>shorten both the under-  
scored)  
"muthu" "Mother"

Our drill-work this week has been mostly on syllables which have three sounds, as

farp	parth	farm	farl	farn
tharp	farth	parm	parl	tarn
tarp	sarth	tarm	tarl	parn
karp	karth	karm	karl	karn
sarp	marth		sarl	
sharp				

And we have used these same syllables, substituting "aw," "oo," and "ee" for "ar."

By saying these syllables over to yourself, you can see, Margey, that many of them are really the pronunciation of words. But we are not working for these words mainly; we are working for the fluency which these combinations of sounds give.

In her drill-work Mamie can say "moon" and "nee" (knee) and "mouth" nicely; but I do not tell her what they mean, as I do not want her to have words so fast that she will mix up the names of things. However, she does so well in lip-reading that there is not much danger of this.

In regard to Mamie's clothes: I have tried her last-spring coat on her and find it is too tight across the chest and that the sleeves are too short. I suppose she will have to have a new one, and if you will send me the material I can have it made here, unless you prefer to get her one ready made.

MARCH 3.

DEAR MARGEY: Did you think of our Texas holiday yesterday? And did your thoughts drift back to our school days, when that 2d of March was so welcome? There was very little celebration here. Here at home we raised our Texas flag and after supper we went to a picture show, which ended our day's celebration.

I am glad you asked me in your last letter about the ear-training, or probably I would have forgotten to tell you about it for some time to come. Mamie is able to recognize through her ears all the vowels she can speak and almost all of the words she knows. "Arm" was the first word I gave her through her hearing. I repeated "arm" with the mailing tube to her ear several times, each time pointing to her arm, and she would say "arm" after me.

After she had learned to speak "cow," I began to say "cow" into her ears, and showed her a cow and had her say "cow" after me. Then I would say either "cow" or "arm," and she would tell me which I said by speaking the one I spoke.

As she can hear in both ears, I give her these exercises first in one ear and then in the other. She can understand "cow," "arm," "shoe," "paw," "teeth," and "Father," which are all the words I have tried with her. I use the mailing tube when I give her these words, and I am now able to soften my voice a great deal more than I did at first. I do not use the mailing tube when giving her the single vowels, and I use an ordinary tone of voice when speaking these. She does not object to the ear-training at all now, as through training she has become accustomed to sounds.

The vowels I practise on at different distances from her ears. "Ar" and "ee" she can understand in both ears when I am about one and a half feet from either ear and my voice is perhaps a trifle louder

than ordinary speech. With "aw" and "oo" she cannot do quite so well at this distance, and "ou" she sometimes confuses with "ar."

Mamie is at present being instructed in the lip-reading of the names of Helen's different dolls. There is "Louise," "Grace," and "Mandy." Helen has them all in a row, and as she speaks the name Mamie points to the doll bearing that particular name. I do not think Mamie has ever thought of naming her dolls; but when she progresses with her speech-work, so that she can say some easy names, I shall help her name them. The Mexican cow-boy doll which Captain Dale sent her will probably be burdened with the name "Villa," as that is about the easiest Mexican name I know of.

Mamie is at my elbow and smiling as usual when I write to you. She sends a kiss.

SHERWOOD, *March 6.*

DEAR MARGEY: Please don't ever say again that I am wise, as you did in your last letter. It makes me feel as if I were a freshman trying to wear a cap and gown. I am not wise, Margey; and, as I think back over my work, I wonder whether I have ever had an original thought on the subject. If I make a success in teaching Mamie, there are many whom I have to thank for it. I owe the most to the school where I took the training. It was there that I obtained the rudiments of the work of teaching the deaf, and the contact with the persons there, who, Margey, really are wonderful, meant a great deal to me.

Then, too, in the State school where I taught, it seems that from every teacher with whom I came in contact I gained something which has been of value to me since. So, you see, it is not I who am wonderful, but those who have given me their knowledge that can be classed as such.

I want you to promise me that as soon as you are able you will try to visit some of the schools in this country and see for yourself the strenuous efforts that are being put forth and the wonderful work which is being done for the betterment and education of the deaf.

It has delighted me to learn that you



and Mr. Dale approve so of the nature-work, and I can scarcely express our appreciation and thanks for the bird-houses. They came this morning, and all of us agree that they are the most attractive ones we have seen. They are to be put up tomorrow, and we shall await with impatience the coming of the occupants, who will, no doubt, be either wrens or woodpeckers.

With much love and many thanks from us all, I am

Your devoted

HEBE.

SHERWOOD, March 8.

DEAR MARGEY: Where did you get those lovely pictures you sent? Thanks so much for them. They are so nicely colored and are so easy to cut out that I shall let Mamie do the cutting out herself as we need them. Our book, I believe, is a great success and is the pride of Mamie's heart. She takes keen delight in showing it to every one who comes to the house. All of the neighborhood children are quite interested in it and often bring pictures for Mamie to use in it.

When I told Mamie I would tell you that your picture has been pasted in the book, she was very much pleased with the idea. There are several other pictures which you sent that have been pasted in on the different pages—moon, fork, knee, and mouth. The figure "one" has been added to her number page.

The last few days our main drill-work has been on the syllables containing the new vowels which Mamie has learned. These vowels are *a*, as in cat, and *i-e*, as in mile. With these sounds the drill-work has been like this for *a*:

-af	-af	-af
-ap	-ap	-ap
-at	-at	-at
fa-	fa-	fa-
pa-	pa-	pa-
ta-	ta-	ta-

Then for *i-e*:

ife	ife	ife
ipe	ipe	ipe
ite	ite	ite

fi-e	fi-e	fi-e
pi-e	pi-e	pi-e
ti-e	ti-e	ti-e

We are still having concerts after supper every night. Mamie can say "far" to both  $\frac{2}{4}$  time and to  $\frac{4}{4}$  time. I play "Yankee Doodle" for  $\frac{2}{4}$  time, and she says "*far far far far, far far*" to the music. I play "Bah, Bah, Black Sheep" for the  $\frac{4}{4}$  time, and she says "*far far far far; far far far far; far far far far.*"

I have to change the music a little bit in order to make the accent regular. In playing the chords, Mamie says "far" instead of just pointing to the middle register of the piano, and says "see" instead of pointing to the upper register. She tries to say "do," but I do not encourage that, as she has not had the sounds which make up this word.

We had such a nice letter from Mrs. Dale, but were very sorry to learn from her that the Captain has been stationed at Brownsville, as we will not get to see them again for a long time, but are glad they are pleasantly situated.

Good night.

Your devoted

HEBE.

SHERWOOD, March 10.

DEAR MARGEY: Mamie's spring togs have come, and each individual garment has been tried on and closely scrutinized. The coat and hat are lovely and both fit nicely. The dresses are a bit long, but I'll have the hems attended to when the seamstress comes to do some sewing for me. Mamie's favorite is the pink linen, so I shall let her have that for her Easter dress.

Every year there is a big Easter egg hunt on the day before Easter, given by the Mothers' Club, and, of course, every child that attends likes to have a new dress. Mamie and Helen have been invited with a host of other children, so I am at present making Helen an appropriate dress. I have pasted an Easter egg on the calendar, so the children will know when to expect Mr. Rabbit. "Easter egg," "rabbit," and "nest" have all been learned from lip-reading, so we are already prepared for the great day.

We have been on our first spring outing. The weather was a little too cool to

make it a regular picnic, but I wanted to go early in order to catch some tadpoles in the first stages of their development. At 10 o'clock in the morning we started out and returned home in about two and a half hours.

I took a few sandwiches for the children, as I thought they might get hungry before we got back; but they were so interested in the tadpoles that I had to remind them that there was something in our basket that would no doubt taste very good.

The children took their overshoes, and when we came to the creek where the tadpoles were I put them on and let the children walk into the mud and edges of the water, where they could catch some themselves. We brought home about fifteen and they are of different sizes, but all in the early stage of development. Most of them are in a small tub, but four are in a glass bowl, so that we can watch them more closely. I have not told the children what to expect, as I want to see whether they will notice of their own accord the different changes as they appear. It is needless to say that "tadpole" has been learned from lip-reading.

Our question form, "How many?" has been branching out some. "How many eyes has a horse?" "How many hoofs has a cow?" "How many eyes has a fish?" "How many tails has a cow?" When I began giving her these, I always had pictures of the animals, so she could point to either the hoof or tail, or whatever part of the anatomy I had mentioned in my question, or in case she did not understand the question I could show her what I meant.

Our transplanting of vegetables and flowers has been started. Those plants which are furthest developed have been planted in the beds that are protected from the north wind, and we are careful to keep the bed covered over with sacking most of the time. We uncover it from 10 o'clock in the morning until about 3 in the afternoon.

Our lettuce and peas head the vegetable list and sweet peas and nasturtiums the flowers. The other plants we have left in the boxes for another week or so.

Margey, I wish you could have seen

how gently the children handled the little plants while we were transplanting. I showed them that they must be very careful not to bruise them or they would die. "Uncle Noble" was here helping us and he said: "I ain't never seen no chillun befo' what got dat much sense about flowers and plants." I was surprised at "Uncle Noble," for he does not like to have children around when he is working; but when I engaged him to help me, I told him it was the spading and lifting I wanted him to do, for these plants belonged to the children and they were to do the planting themselves with our help.

Mamie has learned "root," "stem," "leaf," and "plant" from the lips and she can say "leaf." By the time our other plants are ready to be transplanted I think Mamie will be ready to be given "root" to speak.

I wrote you in my letter that I had given Mamie *i-e*, and I intended telling you of the experiment I tried when I gave it to her. I had not given her any tongue gymnastics nor any preparatory work toward *i-e* except, of course, the preparatory work she had had for the other sounds which I had given her. In giving the vowels to her through her ears, I said *ar* and she said *ar*. Then I gave her *ou* and *ee*, and she repeated them, after which I said *i-e* slowly and distinctly, and she hesitated a minute and then turned around and said *ar-ee* with a questioning look. I praised her very much, as she had gotten the two sounds of which *i-e* is made. I then held her hand on my throat, so she could feel the difference in length of *ar* and *ee* in the diphthong *i-e*. With a little practise she got it smoothly, and has not confused it once with other vowels in her ear training.

We seem to be having our April showers in March, but I am satisfied, as our garden will grow the faster.

With lots of love to you all,

Devotedly,

HEBE.

SHERWOOD, March 13.

DEAR MARGEY: Hurrah for Mamie! The little rascal was the first to find a tadpole with two legs. Yesterday the

three of us had gone out into the yard to uncover our garden, and Mamie stopped at the tub, which we are using for an aquarium, and stooped down and was watching the little tadpoles, when all at once I heard a shriek. There stood Mamie, all excited, beckoning us to come. She said "paw," "paw," and I knew right away what she meant.

After much trouble I caught the specimen in a spoon and we looked at him carefully. Then I showed them that after a while there would be two other legs. We brought our precocious tadpole into the house and put him into the glass jar, where we can watch him more conveniently and closely.

Day before yesterday one of the little tots in the neighborhood came over here radiantly happy with some pictures in her hands for Mamie to paste in her book. She wanted Mamie to speak them right away; they were a sewing-machine, cotton gin, fire-engine, and an automobile. Her happy expression changed to one of disappointment when I told her that Mamie could not speak the names of these, as they were too long, and that they could not be pasted in her book just yet. Then, to please the little child, I said: "Well, I guess she can learn 'auto.'" The little tot was so happy that I told her that we would work hard and maybe by the next time she came over Mamie would be able to say it, and that I was sure Mamie would let her paste that picture in the book.

I began work immediately after Miss Little Tot left, as I knew she would not be able to wait very long to come over to paste that picture in Mamie's book. Mamie had very little trouble learning *o-e*, and as soon as she had that we began on

far	arfar	awfar
faw	arfaw	awfaw
foo	arfoo	awfoo
fee	arfee	awfee
fo-e		

tar	artar	awtar
taw	artaw	awtaw
too	artoo	awtoo
tee	artee	awtee
to-e		awto-e

It rained all day yesterday, so Miss

Little Tot could not come over. This was fortunate for Mamie and me, as we did not have to hurry. However, this morning before we were through breakfast the door-bell rang and there stood Miss Little Tot, hardly waiting to come in before asking if Mamie could say "auto."

Mamie was proud as could be when I showed her the picture and she said "auto." We got out the paste and the book, and after selecting the page I let the little girl paste the picture on it. Mamie showed me afterward that the little girl had not pasted it on straight. I was very glad Mamie noticed it, because I have tried to make both of the children be accurate in all of their cutting, pasting, and coloring.

"Fan," "cap," and "cart" are all in our book now. Mamie caught a fan and Helen a pencil box in the fish-pond at a church sale which we went to last Tuesday. When Mamie pulled out the fan, she came running to me and said "fat," which was what she thought it was from reading my lips. I told her that it was "fan," and later I saw her showing it to several people and saying "fan," which seemed to please them as much as it did her.

Mamie is a great favorite in town, especially with the grown people; but I do not wonder, as she has such a sweet, friendly manner with people whom she meets.

Our garden is lovely and the weather has been ideal for it. I think the ground hog made a mistake this year, as we have had very little cold weather since he went back into his hole.

Did I tell you that Mamie has gained 4 pounds since she came? We weighed her when she came and she weighed 36 pounds, and last night we weighed her on the same scales and she weighed 40 pounds.

Good night.

With love,

HEBE.

SHERWOOD, March 17.

ME KOIND FRIND: I address you thusly in honor of the day and in memory of one of my distant ancestors, who happened to bear the name O'Brien.

I have ruined a pair of scissors since

I last wrote you. How? By cutting sandpaper letters to teach writing. You remember I told you I was not going to teach the children to write, but that pencil box with three pencils in it, which Helen caught out of the fish-pond, has changed my plans. Helen gave Mamie one of the pencils, and both children have had a siege at trying to write, and Helen has been begging me to teach her. I decided I'd make a trial, so I drew patterns of the letters which represent the sounds the children have learned, after which I traced these patterns on sandpaper and cut them out. Each letter has been pasted on a stiff card-board square, and on some squares there are two letters, as "wh," "th," and "ar."

We have begun with "p," and we are using it in the same way in which the Montessori sandpaper letters are used. We trace the letter with two fingers until the movement of the written "p" is fixed in the child's mind. This is the only step we have taken. Our next step will be to trace it on the table with our fingers, using the same fixed movement that was learned while tracing the sandpaper letter. Later we shall trace it in the same way on a blackboard, and then hold a piece of crayon in our hands and make the same movement.

I have already ordered a small blackboard, which I hope will be here soon, for the children have begun asking me when it is coming, and I shall probably not have any peace until it is safely installed.

Margey, it seems to me it has been ages since I told you anything about the lip-reading of the calendar. Did you think we had stopped it all together? Indeed we have not, for we have gone right along with it. Mamie knows "yesterday," "today," "tomorrow," "day after tomorrow," and "day before yesterday." I make it a point when speaking to use these expressions of time whenever I can consistently do so, because I want Mamie to have the practise in seeing them used with connected language.

For example, I say to her, "Day after tomorrow you and Helen can go to the picture show." "Yesterday it rained and you and Helen did not play in the yard." "Today we shall have ice cream for dinner." In the first sentence, she

knows "day after tomorrow," "Helen," and "picture show;" so even if she doesn't understand every word, she will get the sense of it from the words she does understand.

Mamie also knows "a week," "a month," and "a day" on the calendar, but I have not used these much in connected language.

May St. Patrick's blessing rest upon you.

Always yours,

HEBE.

SHERWOOD, March 28.

DEAR MARGEY: Of all the words that Mamie can speak, the one she has just learned sounds sweetest to me. It is her own name. She says it so softly, and the way in which she tilts her little head and smiles when she says it, makes it all the sweeter. Aside from the first word she learned, I believe Mamie is happier over learning her own name than any of the others. I was anxious for her to get "a-e," but I have gone slowly with it, because she has had some trouble giving it correctly. We practised it in combination with single consonants, both final and initial, and then I gave her some work with it, using two syllables. Yesterday she was able to take her name readily from my lips. This is how I worked up to it:

far	par	mar
faw	paw	maw
foo	poo	moo
fee	pee	mee
fa-e	pa-e	ma-e
marmar	ma-emar	
marmaw	ma-emaw	
marmoo	ma-emoo	
marmee	ma-eme	
	Mamie	

We have added "b" and "d" to our list of consonants, and they are coming in for their share of drill-work too.

As soon as Mamie learned "d," I worked up to the combination "do-e," so she could use it in her piano-work. Now when I play the different chords in the different registers, she can name them all, instead of having to point to them, as she formerly did. The past few days I have been testing her ability to feel vibra-



was smart enough to find them and fill them with beautifully colored eggs. The children were very happy and enjoyed hunting for the eggs we later on hid for them in the house.

Mamie and Helen made some very pretty Easter eggs for the neighborhood children. Several days before Easter I had asked the cook to save the egg-shells from the eggs she used and to break them carefully and as near the end of the egg as she could. I dried these out, and Helen and Mamie filled them with candy. They cut different colored tissue paper into squares and circles and these were pasted over the ends of the eggs to keep the candy from falling out. Easter morning Mamie and Helen donned coats and rubbers and delivered the eggs themselves.

Don't think that I was really complaining about the weather. Far be it from me to do that, when it has afforded us some subject-matter for lip-reading. We have learned "mud," "worm" and "Is it raining?" To this question Mamie has learned to answer either "Yes" or "No." She had no trouble giving "y," so the word "Yes" was easy for her. She has also learned "ng," "h-" and "u-e" with very little trouble.

I have begun working on the pitch of the voice with Mamie. This will give flexibility and naturalness to her voice. I started this, using two tones—a low one and a high one. I held her hand on my throat as I said "do-e" in a low tone, and then said "do-e" in a high tone. She recognized the difference in vibration right away, and tried to imitate me. We are working on these two tones now, and then we shall try gradually to get as many tones as there are in the scale.

We take up new drills right along in our speech-work. We are now drilling on syllables which end with a consonant and are immediately followed by a syllable beginning with a consonant, as

arfp  
arfpaw  
arfpoo  
arfpee

We use other syllables, such as arptar, artfar, armfar, etc., in the same way.

In a few days I expect to take up three syllables together, as

farfarfar  
farfarfaw  
farfarfoo  
farfarfee

and develop them as we have been doing with one and two syllables.

The occupants of the bird-houses seem to be as much pleased as we are that there are five little eggs in each nest. The children are trying to be patient until the little birds are here.

I have bought each of the children a jumping rope, but as yet they have not been successful in learning the art of rope-jumping.

No more tonight, Margey, as this spring weather makes me sleepy.

Yours,

HEBE.

OAKLAND, April 26.

MY DEAREST HEBE: When I become perfectly well and strong, I have a great mind to take up the work of trying to get the ear specialists over the country to do their duty toward the deaf child. It has occurred to me that every ear specialist should feel himself in duty bound to become acquainted with the educational advantages which deaf children are capable of receiving and enjoying, and should do his part in giving advice in regard to different cases. From my own experience with ear specialists I feel that I am correct in asserting that the majority of them are perfectly content to diagnose a case as deafness from some cause or other, and never feel that it is within their province, if not a moral and professional duty, to inform themselves as to what had best be done, in an educational way, for the different cases with which they come in contact.

For example, I had Mamie examined by nine different specialists in widely separated parts of the country, and not one of them enlightened me further than to say that there was nothing that could be done toward restoring her hearing. It seems to me that had those physicians known that a child like Mamie should be started in lip-reading, ear and sense training right away, and had felt it their duty to tell me that the younger a child is

started in lip-reading, the better it is for the child, there would have been a material difference in Mamie's development up to the time she came to you, and it would be so with the majority of young deaf children. If one of them had only told me of the Volta Bureau, it would have been sufficient; but I feel safe in saying that they all doubtless thought that the Volta Bureau had no connection with the diagnosis of a case of deafness, even had they known of such a bureau. Do you think my efforts in behalf of the deaf child will reap material benefit by my taking up this question as a life-work? I am anxious to have your views on the subject, so please write me as soon as you can.

I was sorry to hear of your rainy Easter, but I am glad the girlies made the best of it.

Mr. Dale and I are intently interested in your taking up three syllables in Mamie's speech-work. We watch the different steps with growing interest.

Kiss my dear little girlie for me and tell her we all love her and want to see her.

With old-time love for yourself, I am  
Your devoted,

MARGEY.

SHERWOOD, April 27.

DEAR MARGEY: The children are in socks once more, and as a consequence there are two pairs of very badly skinned-up knees. Last Wednesday after I had put them on for the first time the children went out to play. It was not long before I heard Mamie crying, and when I went to her, I found she had fallen on the gravel walk and both knees showed signs of a hard fall. I brought her into the house, and after doctoring her knees she was soon out playing again, forgetful of her misfortune. Later, when I was having some speech-work, I gave her her first sentence. These are the syllables I gave her:

arfar	i-efar
arfaw	i-faw
arfoo	i-efoo
arfee	i-efee
	i-efe-
	i-efel (I fell.)

When Martin came home he noticed her knees and asked her what the trouble was. I told Mamie to say "I fell," and she said it without hesitating. I am planning to give whatever sentences she can take whenever an occasion demands. She learned to say, "Thank you" this morning, and I shall watch her very carefully and see that she says it at the right time, so it will become natural for her to say it whenever she should. Perhaps I had better write down exactly how she learned it:

far far far	kar kar kar
thar thar thar	kaw kaw kaw
	koo koo koo
	kee kee kee
	ku-e ku-e ku-e
arng arng arng	
-ang -ang -ang	
thang thang thang	
arngkar -angkar thangkar	
arngkaw -angkaw thangkaw	
arngkoo -angkoo thangkoo	
arngkee -angkee thangkee	
	thankku-e

Mamie's book is being added to right along, and she is as careful about pasting the pictures in it now as she was at first. The color-page has come to life. Mamie has colored three squares for it—a white, a blue, and a black one. We are working for a yellow one now. She learned "blue" and "black" in this way:

lar	blar
law	blaw
loo	bloo (blue)
lee	blee
la-	bla-
	black

We have finally gotten "r-" and this will enable us to learn the names of more colors, and we shall be able to say "three" before many days, for we have already drilled on

rar  
raw  
roo  
ree

and it will not be long before we get

thrar  
thraw  
throo  
three

I have begun giving the questions which she knows from lip-reading to her through her ears. I started by saying, "How many arms have you?" into her ear. She did not understand what I said at first, so I had her look at my lips and I repeated it. Then when she understood the question I repeated it in each ear, until I was sure she would recognize it again when she heard it. Later I gave her the question, together with the words she understands through hearing, and she hesitated a little and then answered, "Two." I shall take up "What is your name?" as soon as I feel that she has gotten the other question so thoroughly that there is no likelihood of her confusing them.

It was quite amusing the other night to hear Martin teaching Mamie to say "pipe." He has heard me giving her the drills and has mastered quite a bit of it himself. He was smoking at the time and she wanted to know what pipe was, so he gave her this drill:

par  
paw  
poo  
pee  
pi-e  
pipe

and then he sent her to me to have me hear her say it. She was very much pleased that Martin had been her teacher instead of me.

The children have at last gotten to see the little birds. Yesterday while their parents were out we had a good look at them.

We had lettuce for dinner today, and we didn't have to buy it from the vegetable man. Poor fellow, before long we shall compel him to go out of business—maybe.

Lots of love.

Ever your devoted, HEBE.

SHERWOOD, May 2.

DEAR MARGEY: Hurrah for your new life-work! I am wholly in sympathy with your feelings on the subject of the duty of ear specialists toward the deaf child. I feel, too, that the standard of the development of young deaf children

could be raised considerably if parents and guardians of these children could be informed of the correct methods which should be employed during the years before the child reaches the average school age. And I believe that there is no group of persons who could so well reach these parents and guardians as these specialists.

When you are ready to take up this laudable work, Margey, you can count on my hearty co-operation; and not only that, but I feel sure that there are many persons interested in the work of educating the deaf whom we would find as enthusiastic co-workers.

I am glad you and Mr. Dale are so interested in the three-syllable drills that I am giving Mamie. She likes them, too, and feels that she is a big girl to be able to say them. We have been taking them very systematically and are accomplishing a great deal with them. We are working toward another sentence, and I shall write down each step that we take, so you can see for yourself how methodical we are, and how we build new syllables on to the foundations we already know and which are easy for us to say. We try never to take a jump; on the contrary, "step by step" is our watch-word.

Here are the steps we are climbing now:

arfar	arvar	harvar
arfaw	arvaw	harvaw
arfoo	arvoo	harvoo
arfee	arvee	harvee
-a-		
havar	havufar	havushar
havaw	havufaw	havushaw
havoo	havufoo	havushoo
havee	havufee	havushee
havu-		havusheep

I have a sheep.

By this you can readily see what possibilities there are for fluent and natural speech with these syllable drills.

It is time to get the children ready for a picnic luncheon to which they are invited, so I'll finish this letter this afternoon.

Later:

Margey, your letter has just come, and I am so happy over the news that the doctor thinks you have so far recovered



your strength that it will be perfectly safe for you to come for Mamie.

Indeed, I do want you to come right away, and stay just as long as the doctor is willing for you to stay. The weather will not be very warm until June, and I feel sure he will not object to your staying until then. I am so anxious to have you here long enough to see just how I carry on the work with Mamie. I shall not tell Mamie you are coming until I hear from you definitely what day to expect you.

This is really an unfinished letter that I am sending you, but there is no use writing any more about Mamie's work, because I shall be able to show you in detail before long. How would you like Mamie and me to meet you in Dallas? You have a three-hour wait there, and we could easily go over and be there with you.

Anxiously awaiting your arrival, and with best wishes for a pleasant trip, I am  
Always your devoted

HEBE.

### *Teachers of the Deaf*

*DO THE OLDER PUPILS in your school know and read THE VOLTA REVIEW? This is what a pupil of one of the best schools in the United States wrote to us recently:*

*"I have just been looking at the latest edition of THE VOLTA REVIEW, and you can't imagine how glad I am to have found this wonderful magazine. I happened to be at the city library, and I picked up the magazine by chance and was going to put it aside for another one, when the word 'deaf' caught my eye, and then I just devoured the book. It was so interesting and put so much happiness and hope in me that I could just cry when I think of all the years that I haven't seen it and all the things I might have learned from it."*

#### SPEECH CLINIC AT WYOMING UNIVERSITY

The State Special Class Department in co-operation with the Wyoming University is conducting a speech clinic at Laramie during the summer session. Miss Peppard, former speech teacher of New York City and now director of speech for the State of Pennsylvania, is in charge of the work. This is the first time that this work has ever been offered in the State.

The course has aroused a great deal of interest. Twenty children and four adults have been receiving instruction daily in this clinic. Eight of these children, from different parts of Wyoming, have been cared for by the State Department at the Sigma Nu House.

Twenty-five teachers received instruction during the six weeks. The majority of these teachers will take positions in the State and the children with speech defects in the Wyoming schools will receive the benefit of their expert instruction.

The great interest taken in this work was shown first by the large number of visitors who

attended the classes. Among these visitors were county and city superintendents, regular university instructors, experienced teachers attending the summer session, and people from Laramie and the surrounding towns.

In the second place, interest in the work was shown by the fact that a petition was sent to the president of the university by the summer school class requesting that corrective speech work be continued as a regular university course.

The work has been more than satisfactory, in the fact that all the children have been greatly benefited. Very noticeable among the cases handled are that of a young man who stammered violently and was entirely cured in one week; and also a high-school girl who had a serious case of defective phonation and is now practically cured. One little boy has serious aphasia and has been greatly benefited. The department plans to keep this child under its direct supervision until he is cured.

These are but a few of the cases. However, they show conclusively the merits of the work.  
—*Wyoming Educational Bulletin.*

# THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive  
countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and  
ornament thereunto."—Bacon.

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## EXTRACTS FROM THE PROCEEDINGS OF THE SECOND ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING

Boston, June 8, 9, 10, 1921

### OPENING SESSION

*Wednesday, 10 A. M.*

DR. WENDELL C. PHILLIPS, *President*,  
presiding. Ladies and gentlemen, it be-  
comes my present duty to open formally  
this Second Annual Convention of the  
American Association for the Hard of  
Hearing. The first part of the program  
will be an address of welcome by Dr.  
David Harold Walker, the Vice-president  
of this Association—Dr. Walker, of  
Boston.

### ADDRESS OF WELCOME

DAVID HAROLD WALKER, M.D., *Second  
Vice-president*: I wish to thank the  
Board of Directors of the Speech Read-  
ers' Guild of Boston for the honor and  
the privilege of bearing their message of  
welcome and hospitality to all the mem-  
bers of the American Association here  
represented. Therefore, may I, in the  
name of the Speech Readers' Guild of  
Boston, extend the heartiest welcome to  
the members of the Association, with the  
wish that the days spent among us will be  
full of pleasure and profit. The new  
home, No. 339 Commonwealth Avenue,  
is open to all, the latchstring is always  
out, and we hope that when you depart  
from our midst you will feel that you  
never have spent any time to any better  
advantage, and that you are replete with  
endeavor to further the cause and solve  
the problem of advancing the brother-  
hood among the deficient in hearing.

There have been many movements in  
this country to better the life and condi-  
tions of certain classes. Such movements  
have begun in a small way; the public  
has gradually but surely been impressed  
with the work and the goal, until finally  
the city or State or both have been obliged  
to recognize certain needs, and the  
formation of various Commissions have  
resulted. To have this Association so  
recognized as being a power and strength  
in every community to help the ever-  
growing number of deficient in hearing  
should be one of our greatest endeavors.  
The work of the Association is so broad  
in its scope that I will not take time to  
describe it fully, but I should like to  
mention one phase of it. First, education  
of the Aurist. There is great need of  
immediately enlightening the profession  
as to the importance of the coöperation  
with Guild Centers, for the purpose of  
referring patients for early instruction in  
lip-reading, and to make the Aural Spe-  
cialist realize that there is a home and a  
place where all deaf persons may receive  
help in every way possible. It does not  
mean that the patients are allowed to  
drift; expert advice and direction are  
always needed. In other words, the  
Guild must be a Community Center for  
the deaf and the deficient in hearing.  
Again, the Guild must educate the public  
to appreciate the necessity of undergoing  
an examination of the ears, and to realize  
that hearing is just as important a sense



**WENDELL C. PHILLIPS, M.D., F. A. C. S.**  
**President, American Association for the Hard of Hearing**

to cherish and guard as is vision. And yet how few ever think of having their hearing tested until signs of deafness appear! If time permitted I should like to have a heart to heart talk with the friends and relatives of every hard of hearing person. Frequently I feel that I could be of more service if the relatives would consult me rather than the afflicted one. There is such a great need for patience and kindness and the realization that we all must carry a cross at some period in our lives. Much might be said upon this subject, but our president has prepared an excellent program and it is time to begin the regular work, so I can only repeat the wish that all may look upon these meetings held in Boston with the greatest satisfaction, and go forth with inspiration and renewed enthusiasm to spread our gospel throughout the land.

MISS KENNEDY, *Chairman of Committee on Arrangements*: Through the courtesy of the Globe Phone Manufacturing Company, the seats in the gallery have been wired. We should like to have this fact made as public as possible, so that the deaf people of Boston, who might enjoy these meetings if they could hear, may come. The gentlemen are ready and willing to adjust the instruments and make them as satisfactory as possible. As many will be installed as there is a demand for, so that nobody who is hard of hearing and who can hear with an instrument, need hold back.

PRESIDENT PHILLIPS: It is very gratifying to your president that there is as large an attendance at this meeting, which is the first annual meeting at which there has been any scientific program planned. It may look small to you, but it looks very large to me, because I have had experiences with the formation of other organizations. One of the most prosperous organizations for scientific work in this country is the American Laryngological and Otological Society, and I was present at its first meeting, when twenty members came in. You have about fifty here this morning. I think there is a very hopeful outlook in the attendance we have at this time.

The next order of business is the presentation of the president's address.

#### PRESIDENT'S ADDRESS

WENDELL C. PHILLIPS, M.D., F. A. C. S.

Fellow members and guests of the American Association for the Hard of Hearing, I greet you, and in behalf of the Committee on Arrangements I give you welcome to the City of Boston and invite your consideration and co-operation during the presentation of the scientific program which has been arranged for our second annual meeting. While this is the second annual meeting of the Corporation it is the first annual meeting at which a well worked out scientific program has been arranged for your consideration, and we hope, for the welfare of the National organization.

It is fitting at this time to call attention to the objects outlined under the Constitution and By-Laws of this Association.

"The object of the Association is to improve the condition and relieve the misfortunes of persons whose hearing has been lost or impaired. The means for the attainment of this object include the following: Encouragement of scientific research as to the causes and treatment of deafness; development of special methods of instruction; establishment of scholarships; assistance in procuring and retaining employment; furnishing of voluntary relief and aid in destitute cases; creation of facilities for development and exchange of ideas, and all other lawful activities that may be appropriate to the general purpose of the corporation.

"The Association shall not be conducted for the pecuniary benefit either of the corporation or of its members. It shall be national or international in scope, and shall encourage the formation of state and local associations for similar purposes. No single method of teaching lip-reading shall be preferentially advocated."

Having considerable to do with the organization of this National Association, your President desires to define some of the underlying motives which led up to its formation. His personal experience in observing the wonderful results attained as a result of the social service work for the deafened in the local organizations, and more particularly that of the New York League for the Hard of

Hearing, has led him to become a missionary of social service with a desire to see its beneficent propaganda carried on to the ends of the earth. This personal experience, whereby he, as an otologist, instead of telling his deafened patients the bald facts that no hope may be expected for improvement in the fast fading hearing function, may now hold out the hand of hope that lip-reading education, congenial occupation, social pleasures and sympathetic companionship may be reached directly, has given him a new viewpoint and furnished a happy solution to a most difficult problem.

I want to say for your encouragement, that so far as my practice is concerned, any patient who comes to me whom I have to inform that no greater advancement can be made, is not only told to go into the League but is given the name and address of the League, and most of them find their way to the League. I think when they do not go, they fail in a very marked way to obtain the benefits they ought to have.

I have here a letter from a young man about nineteen years of age whom I did not see from the time I sent him to the League, for about a month and a half. He came in the other day and I hardly recognized him. I said to him, "I wish you would write me a letter and tell me your story." I had in mind that I would get a letter worth reading. I did. This is the letter which the patient wrote to the otologist who sent him.

#### WHAT THE LEAGUE HAS DONE FOR ME

In order to bring out more clearly the work of the League and its effect upon me, it becomes necessary to relate a little part of my life story before I came into contact with the New York League for the Hard of Hearing.

My early boyhood consisted of the usual excitements and diversions such as befall the average city youngster. Life was one stretch of fun, joyousness and happiness. There was no cloud to darken my sky. This continued until I noticed that it was becoming difficult for me to get everything that was spoken. This period was the turning point in my life as lived up to that time.

By a strange coincidence, my deafness came on me at one of the most critical points in boyhood—the age of 13. I had also, just been graduated from public school and had entered high school.

My high school life, as I look back upon it, was one long struggle. On one side I had to

fight the blackness and disheartening incidents that arose because of my deafness. On the other hand, I had to see that I kept up with my studies,—not only kept up with them, but see that I surpassed the other boys because I did not want to have others say I was a failure because I could not hear as well as they could. Because of my deafness, I did not mingle much with the fellows in my classes. I did not join any social or scholastic club in the school. I kept to myself, never asked for advice or consulted any of the teachers. If I had a problem to solve or a theme to work out, I usually resorted to the library instead of the teacher for aid. All in all, this period of my life, except for one or two friendships, is one that I like best closed and forgotten.

My home life was almost the same as my school life. I did not go out in society or mix with other people. My entire time was devoted to reading books, magazines,—in fact anything that was readable.

In 1920, I was graduated from high school. My mother's desire was that I should enter college, but I refused at that time. I told her that I wanted to stay out a year, and I gave her some excuses for doing so. One of these, which I did not impart to her, was that I was afraid—afraid to go through the same life in college as in high school. About this time, I visited Dr. Phillips who recommended me to the League.

Now started one of the strangest transformations in my life. I began to look at the world in a different light. The first person I came into contact with in the League was Miss Lehman. As I have said before, I intended to remain out of school for a year. Therefore, Miss Lehman suggested that I should fill out an application blank and they would endeavor to secure a situation for me. I did so and it is through the League's efforts that I hold my present position.

As Dr. Phillips had advised me to join a lip-reading class as soon as possible, I decided to attend the one held at the League rooms at night. I will never forget that first night of lip-reading. I came full of hopes for I had been told that lip-reading was a most wonderful thing for the deafened. I expected that I would be able to learn the entire art of lip-reading in one lesson. How my hopes were dashed to pieces! I couldn't grasp a word that was said. All around me the people were nodding their heads in the affirmative or negative as the case might be, at times they would burst out in laughter at something that the teacher had said. I sat there all alone, watching them and cursing myself. I remarked to myself, "What mockery, what foolishness." I almost cried. But as time went on, my point of view gradually changed. I found out that it wasn't so bad after all. That a person who was deaf did not have to isolate himself from the world. I began to laugh and joke and look the world in the eye. At the present time, I have accomplished a great deal in lip-reading and am in the intermediate class.

I also came into contact with the other activities of the club, especially the social life which is under the supervision of Miss Cooper

I began to come up to the Thursday Night Club and meet people. I visited the Men's Club one Saturday night and was impressed by the spirit that pervaded the room. I have taken part in three out of the four amateur dramatics given for the enjoyment of the League members. As I had always wanted to learn how to dance, I joined the dancing class. In fact my entire life has been changed by the influence of the League. Sometimes, I pinch myself to see if it is all real. My parents and friends are surprised at the change that has taken place in me. All this I owe to the League and especially to the three most unselfish and noble young women I have met at the League,—Miss Lehman, Miss Cooper and Miss Samuelson. Words cannot express the work that these young ladies are performing. Their cheerfulness and happiness are enough to take one out of the deepest depths of gloom and misery.

Thus, I believe that the League was a God-send in my case and is a Godsend to every hard of hearing person. It is the duty of every deafened person to know about the League because of its effect upon all with whom it comes into contact.

If I talked a thousand years I could not express what that young man has expressed, and if it is right for one case, why under God's name can we not make it available for all the people who will come under its influence?

Here let me state that from the standpoint of the otologist your constituent organizations will be of little interest to him and will appeal but slightly to him unless they adopt all phases of social service work for deafened people. To this end I appeal to those of you who already have established organizations and to those who may contemplate the establishment of such organizations for deafened people that you aim to become fully equipped community centers. I would not overemphasize any phase of the work but would have you attempt to cover the entire field of social helpfulness along the lines of lip-reading education, occupation, recreation, social pleasures and sympathetic companionship as briefly outlined above. Furthermore, I urge upon you who represent the lay interests of this important work the importance of enlisting the interest and full support of the local otologists in your vicinity. Within six days a prominent otologist of a western city, who had received a program of this meeting, said to me, "I would like to enter into the work of developing one of these community centers in my city." He was greatly surprised

when I informed him that there was a league for the hard of hearing in his city. You can readily see that by combining the lay work with that of the otologist in a common service, greater benefits will accrue. Otologists as a rule are men of wide experience, they have the confidence of the public and quite frequently they are men of considerable executive ability. Furthermore, they are able to bring to the support of your organizations many of the wealthy deafened people in the community.

As to our stewardship for the work of the year just closing, it is pleasant to report that at the commencement of the year there were three constituent associations who had joined the national body. All local organizations have been urged to affiliate with us, and up to the time of the opening of this session it is our pleasure to state that we now have nine widely scattered local organizations in affiliation with the national body, Cleveland having come in since the printing of the program. The names of these you will find on page three of the program.

We bespeak the coöperation of other local organizations that you join in helping to form a national body of such strength that we may eventually obtain the necessary financial support to enable us to send experienced workers into the field to help organize and develop the work.

During recent months your president has made personal appeals to fifty-six otologists throughout North America—at the same time communicating with lip-reading teachers in the same towns. In this effort the secretary of the Association has joined with similar letters whereby general information has been given as to the methods of organization. These efforts have not been without avail—new organizations have been formed and are in process of formation, and it is our belief that when the time comes for our next annual meeting a considerable number of new constituent bodies will have become affiliated with the National Association. It is equally important that we expand along the lines of individual representation and we hope to see large numbers of individual applications for membership come to our support. We should have a paid full-time efficient

executive secretary at the earliest possible moment. We should develop the various committees, bringing into activity large numbers of our members in the developmental progress which we hope to attain.

In this address I should not fail to mention the series of panels which the efficient secretary of the national body has designed and brought into execution and which are now on exhibit for the benefit of those who attend this meeting. It is our purpose to plan so that these panels may be shipped to all parts of the country in order that the various local organizations may use them for exhibition purposes and to aid them in their propaganda work. We believe these panels will prove a positive help to local organizations. Furthermore, the national body is prepared to assist the local bodies by suggestions as to methods of development and by literature. Prospective organizations may also receive the same assistance. It is our belief that as the organization grows the assistance rendered to the constituent bodies will become more and more appreciated.

Hoping for your forbearance, and that my short-comings may not mar the tranquility which should attend the official proceedings of this body, I now invite your attention to the scientific program which has been prepared for your consideration, and declare the second annual meeting of the American Association for the Hard of Hearing open for business.

The next order of business will be reports from the constituent bodies.

#### REPORT OF THE NEW YORK LEAGUE FOR THE HARD OF HEARING

By DR. HAROLD HAYS,  
*President of the League*

If I had my way about making this report from the New York League for the Hard of Hearing, I probably would take up all the morning and evening sessions of this meeting, because we have accomplished so much during the last year that I am sure there is an excellent outlook for the future. But, in order to give you our report in the most concise form, I wish to read the following:

What have we to show for ten years of existence?

We have established lip-reading for adults in the New York Public School system in a practical way.

We have educated the public school officials to accept this.

We have gained the coöperation of social workers, leaders in civic movements and federal bodies, and business organizations.

We have won the coöperation of the Section of Otology of the New York Academy of Medicine.

We have exhibited social work for the deafened in conjunction with the Hospital Social Service and the American Medical Association and in conjunction with Public Spirited Activities under the auspices of Community Service.

We have served as one of the agencies of the United States Employment Service in war times.

We appeared as the representative of social work for the deafened, by presenting four papers at the International Conference on Rehabilitation of the Disabled held under the auspices of the Red Cross in 1919.

We have become one of the Red Cross health agencies.

We have presented a paper on the problems of employment of the deafened at the Ottawa meeting (1920) of the International Association of Public Employment Offices which may be found in their report.

We have lectured under the auspices of the Public Health Service of the Red Cross.

We have had feature write-ups by the *New York Sunday Tribune*, the *Evening Post*, the *Sunday Sun*, the *Evening Sun*, the *Evening Mail*, *The Trained Nurse* and the *Independent Woman*, besides editorials in the *Outlook* and the *Journal of the American Medical Association*.

We carried on propaganda for new organizations before the American Association for the Hard of Hearing was organized.

We have assisted young organizations to develop and have been visited and studied by representatives of groups about to organize social work for the deafened.

We operate a Community Center for the deafened, serving people in every walk of life. We provide day and eve-



HAROLD M. HAYS, M.D., F. A. C. S.  
President, New York League for the Hard of Hearing, one of the three constituent bodies of the American Association for the Hard of Hearing at the time the invitation to the convention was issued.

ning activities along such lines as the following:

**Educational:** Free lip-reading practice daily by appointment. Study Club for lip-readers. Sunday Inspirational meetings (non-sectarian). Auditorium equipped with hearing devices for lectures and other meetings. Evening lip-reading classes, Mondays, Tuesdays, and Wednesdays. An annual lip-reading tournament for the Metropolitan District.

**Vocational:** Vocational direction and free bureau for employment placement. Assistance in obtaining proper vocational training.

Business and Professional Women's Group. Affiliated with the National Federation of Business and Professional Women's Clubs. Publishes *The Chronicle* in the interests of the League.

**Recreational and Welfare:** Dramatics, dances, moving pictures, games, card parties, entertainments, outings, brass band.

Aural examination in special cases, friendly visits and assistance. Thrift shop. Advice about hearing devices.

Bridge Club, Junior Club (oralist), Young People's Club, Women's Club, Men's Club, The Circle (oralist). More activities added as desired.



*Industrial:* Handwork Shop. A market for the work of deafened women and men.

Mending Department. Mending done at the League or in your home.

As I said when I started to make this report, I should take up the time of the entire morning telling you the work that the New York League for the Hard of Hearing is doing.

PRESIDENT PHILLIPS: The next is the report of the San Francisco League for the Hard of Hearing. I will ask the secretary to read it.

#### BRIEF REPORT OF THE SAN FRANCISCO LEAGUE FOR THE HARD OF HEARING

Alice N. Trask, *President*

The San Francisco League for the Hard of Hearing now has its clubhouse. I say it with all possible pride, for it is our latest goal reached and the achievement upon which much of our future success and usefulness depends.

Like the oaks that from little acorns grow we have developed to this point for our League, now five years old, had its inception in the vision of a small group of hard-of-hearing people, their teachers, and a few other persons interested in the relief work for the adult deafened. This group formally organized in 1916 and obtained the first funds—one hundred and forty dollars—from the proceeds of a cake sale. We were soon afterwards incorporated with about two dozen League members.

Our work has sometimes been difficult but always progressively successful in reaching and helping a great number of people. We sought and secured effective publicity through circulars, newspapers and magazines until we now have one hundred and forty-two members and our League is an important Welfare Agent of the city, endorsed by the Chamber of Commerce and affiliated with the City Federation of Women's Clubs; it also has a life membership in THE VOLTA REVIEW and is a constituent body of the American Association for the Hard of Hearing.

Our social work includes, besides a study club and free classes for lip-reading practice, a goodly number of well



MRS. JOHN E. D. TRASK

President, San Francisco League for the Hard of Hearing, one of the three constituent bodies of the American Association for the Hard of Hearing at the time the invitation to the convention was issued.

attended entertainments for social relaxation, such as Christmas, birthday and moving picture parties, and picnics in the summer.

The Educational Department now provides three weekly lip-reading classes, furnishes four lip-reading scholarships each year, and in many instances has provided individuals with private instruction.

Through the Social Service Department we have been able to render aid in some pathetic cases of physical and financial distress that were brought to us, and have fortunately been able to secure employment for nearly all applicants seeking it.

We owe much of our growth and success to the good friends we have made and to the indefatigable work of the League members. Much of the work has necessarily fallen to individuals and to groups, but all share in the services rendered and all glow with pride that our clubhouse is an accomplished fact. Although the success of the League's work has proved its need, we are only at the beginning.

THE SECRETARY: Mrs. Trask has a written notation that they are about to have their own social worker in charge of the office of their clubhouse, which, of course, is a very great move forward.

PRESIDENT PHILLIPS: The next is the Work and Plans of the Chicago League for the Hard of Hearing, by Miss Valeria D. McDermott, Field Secretary.

# WORK AND PLANS OF THE CHICAGO LEAGUE FOR THE HARD OF HEARING

BY VALERIA D. McDERMOTT,  
*Executive Secretary*

Before I enter formally upon the program, I wish to convey the greetings of the Chicago League for the Hard of Hearing to the American Association. We feel highly honored to be present and we know that we are going to take back to Chicago a great deal of information and helpfulness.

## WORK

The city of our meeting place, and the occasion of this meeting are suggestive of early history and progress. To speak of the founding of the Chicago League for the Hard of Hearing, is to pay tribute to the spirit and inspiration of the New York League, carried to Chicago by Miss Gertrude Torrey and Miss Rose Dickinson, early associates of the New York League, viz:

To assist the deafened and hard of hearing in the matter of procuring and retaining employment;

To encourage and promote the study of lip-reading;

To alleviate the social isolation of the deafened, and assist them in every way possible.

These aims and purposes have been worked out through a free employment service which secures employment, makes vocational studies and gives vocational advice; through free lip-reading practise classes which are held four times a week at the League and by scholarships in lip-reading; and through a carefully planned and well organized program of recreational activities which includes an informal tea and social hour in the League rooms every Saturday afternoon; a



ROBERT B. DICKINSON

President, Chicago League for the Hard of Hearing, one of the three constituent bodies of the American Association for the Hard of Hearing at the time the invitation to the convention was issued.

Young People's Club; a Men's Club; Card Club, and Sewing Circle. Also "movies," interpretative and solo dance programs, lectures with slides and outings are arranged at intervals throughout the year.

An especial effort is made to direct the interest of the members to the out-of-doors, and thus create a hobby for the hard of hearing. Talks on birds, trees, local wild flowers and the beautiful environs of Chicago are planned, followed by day and half-day outings to the woods, sand dunes, forest preserves, and other attractive spots in the Chicago region.

Thus, briefly summarized, is the early history and plan of the organization. The progress of the League can best be shown by referring to the accomplishments of the past year as given in the Annual Report, covering the period, April 1, 1920, to April 1, 1921.

## ATTENDANCE

During this period, 6,979 persons came to the League, an increase of 3,971 over the previous year.

## EDUCATION

The lip-reading classes were increased to four, and for the first time continued throughout the year. These classes registered an attendance of 2,661, a gain of 1,374 for the year. 1,382 lip-reading lessons were given to 12 ex-service men sent to the League by the Federal Board for Vocational Education. These men have, in addition to re-education, been given opportunities for special lip-reading practise; assisted in their vocational re-adjustment, in finding employment, and have come to use the League in a very personal way.

In the matter of promoting lip-reading, the League succeeded in establishing a lip-reading class for the adult deafened in the Lowell School, Oak Park, a suburb of Chicago. This class has an average attendance of 10, and it is expected that it will demonstrate the value of lip-reading sufficiently, to become an activity of the Public School. A similar class will be established in another suburban school at the beginning of the next school year.

Encouragement was given to the establishment of the first day class for adult lip-readers in the Chicago public schools. The night classes in the public schools have been widely advertised by the League and persons constantly referred to them.

Three scholarships in lip-reading were given. One of these scholarships was awarded a shut-in girl, and a teacher sent to her home.

A series of Story Hours for adult lip-readers, an original and novel experiment, was introduced into the year's educational program. Georgene Faulkner, "the story lady," who went over-seas to tell stories to the men in service, told the stories, and an attendance of 168 indicated success.

A Monthly Round Table Discussion of League activities was developed in conjunction with the advanced lip-reading classes for the purpose of providing an opportunity for practice in conversation, and also to keep the members informed about League work and interests.

The *Bulletin Board*, the first monthly sheet of its kind for the hard of hearing, was published in September, and has de-

veloped into an informing and valuable publication. From 500 to 700 copies are distributed monthly to the hard of hearing; to Leagues; otologists; dispensaries; social agencies, and those interested in League work.

A Sewing Circle also had its origin this year. An experienced dressmaker is in charge; a sewing machine provided and a good beginning made.

## EMPLOYMENT

A conscientious effort was made to assist all persons coming to the League seeking employment or vocational advice. Employment was found for applicants in the following lines of work: housework; typist; bookkeeping; office work; filing; addressing; press clipping; assembling; printing; nursing; gardening. Some very constructive work has been done in studying professions and occupations that the deafened may follow or are following successfully. A great amount of valuable information has been gathered and compiled into Occupational Studies which are being published in the *Bulletin* each month; and have attracted attention and are in demand. The following studies have been published to date: Show-card writing; comptometer operating; typing; filing and indexing; watchmaking; jewelry engraving; and cabinet making.

An Occupational Registry has been started and a call sent out to all members of the League to register their professions, occupations or business. The Registry is advertised and the hard of hearing urged to consult it when they have work to be done or service to be rendered. Such a Registry stimulates patronage and service, and unconsciously develops group loyalty and solidarity, which are necessary and important to the success of an organization.

## WELFARE

A Christmas party provided the nucleus for a fund for this very important work, and from this fund assistance was given in many cases. Warm clothing, board and room, car fare, acousticon repairs, glasses and small loans being furnished.

In the interest and welfare of the hard of hearing in Chicago, the League made

a survey of churches and prepared a list of those that have hearing instruments installed. This information is on file at the League, and has been published in the *Bulletin Board* and widely distributed.

A Committee has been appointed and is engaged in securing the coöperation of other churches in having similar provision made for the members of their respective congregations.

The theatres and public halls are being included in this campaign for the installation of hearing devices, and it is expected that next year there will be some very definite results to record.

#### RECREATION

The Social Committee, the clubs and individual members of the League have kept the year active socially. Outings, illustrated talks, moving pictures, talks with slides on travel, bird and flower preservation and a number of special parties have made up an enjoyable year's program.

The Young People's Club and the Men's Club met once a month and varied their entertainment each meeting.

The Men's Club entertained 60 members and friends at special parties during the year.

Many members engaged the League Rooms for special entertainments and benefits for the League.

#### COÖPERATION

The Otologists of Chicago, especially the members of our Board of Otologists, have rendered valuable assistance in bringing the opportunities provided by the League to the attention of their patients, and in giving their services gratuitously in a number of cases referred to them for examination.

The Department of Health of the City of Chicago gave space to the League for demonstration and display at the Health Exposition at the Coliseum, November 24-29, with the result that several hundred persons received their first introduction to the organization.

The Dictograph Products Corporation and the Globe Ear Phone Company have generously offered to equip the League Assembly Room with 60 hearing instru-

ments, the installation to be made at once.

The directors of the Art Institute of Chicago granted special privileges to members of the League who wished to attend the Drama of the Nativity, a pageant given at the Art Institute at Christmas time.

The service League for the Handicapped, a local organization providing training and employment for crippled and disabled persons, has coöperated with the League in the matter of training and employment.

The dispensaries and social organizations have shown a recognition of the needs of the hard of hearing coming under their supervision and referred many persons to the League.

The Leagues and Clubs throughout the country have kept up an exchange of literature, statistics, reports and records with our organization, which has been most helpful.

Last, but by no means least, of a year's record of splendid coöperation was the talk given by Dr. Wendell Phillips, President of the American Association for the Hard of Hearing, on the value and Importance of Social Work for the Deafened, and a dinner given in his honor by the Board of Directors of the League. His inspiring talk encouraged others actively interested and induced others to become interested.

#### PLANS

The coming year, the Chicago League for the Hard of Hearing plans to project its activities into the community, becoming more a public institution and less a private agency.

The first step in this direction is to be a Community House provided with a classroom, library, gymnasium and auditorium, and made partially or entirely self-supporting by having club memberships and residences established.

The employment service of the League is to be extended, for we realize that herein organizations for the hard of hearing can render the greatest assistance. The staff of workers is to be increased; and a committee formed to take up matters of re-training and developing opportunities for employment through coöpera-

tion of public agencies, federal, state and municipal.

The third feature of the program takes the League into the field of prevention. The establishment and maintenance by the League in coöperation with the Chicago Department of Health, of an ear clinic, on the portable plan, in the Public Schools of Chicago. This matter is at present before the Executive Committee, and can only be referred to at this time as a possibility for greater service, and a measure taken for the prevention of deafness in early life.

PRESIDENT PHILLIPS: The next report is that of the Jersey City League for the Hard of Hearing. The executive secretary, Mrs. Laterman.

#### REPORT OF THE JERSEY CITY LEAGUE

MRS. LATERMAN: The Jersey City League for the Hard of Hearing was organized July 1, 1920, by its worthy President, Dr. T. R. Chambers, with the assistance of the New York League for the Hard of Hearing, with eighteen charter members. The first five meetings were held in a public school, and in October, 1920, the League occupied its own clubrooms, located in a central part of Jersey City at 719 Bergen Ave. A lip-reading class was started on October 18, 1920, with an attendance of 39 pupils. The Jersey City League membership has increased to 116 members to date. There are three classes of members—Regular members, who pay \$6.00 per year and have all privileges of the League; passive members, who pay \$1.00 per year and have all privileges except lip-reading and voting; and subscribing members, who pay more than \$6.00 per year.

At present the membership is composed of 79 Regular Members, 28 passive Members and 9 Subscribing Members.

The League rooms are open daily from 1 to 10 P. M. in charge of the Executive Secretary. There are four departments—Educational, Employment, Welfare, and Hand Work Shop.

The Jersey City Board of Education supplies a lip-reading teacher who conducts classes two afternoons and four evenings per week at the League Rooms.

Pupils of these lip-reading classes had the honor of winning the metropolitan championship in lip-reading recently in New York.

The Employment Department receives applications and finds employment for deaf people. The League has a piano which was donated, and a Victrola bought by the members, and many parties have been enjoyed during the past eight months of its existence.

The Ladies Afternoon Club was started in November, with three members, and has increased to a membership of thirty-four. The Hand Work Shop receives and sells daily the work and handicraft of the League Members. A commission of 10% is charged for selling.

The League has received its maintenance and support from membership fees, contributions, a Block Dance, the selling of shares and drawing for a donated \$100.00 Liberty Bond, and benefits given at various local Moving Picture Theatres. Our League anticipates co-operation from the Jersey City Y. W. C. A. in permitting us to use their Community House to give Moving Picture Entertainments. A campaign for more members for the Jersey City League is now under way. Progress is our motto.

PRESIDENT PHILLIPS: The next report will be that of the Newark, New Jersey, League for the Hard of Hearing, by Mrs. A. V. Taylor.

#### REPORT OF THE NEWARK LEAGUE FOR THE HARD OF HEARING

BY MRS. A. V. TAYLOR, *President*

In September, 1915, evening classes in lip-reading for the adult deaf and hard of hearing were opened in Newark, N. J., by the Board of Education. At the close of the first year five ladies who had been in the same group arranged to meet at each other's homes in the afternoon for practice and conversation. Another group composed of those who were in business met in the evening. The following year at the close of the classes it was the unanimous wish of all the pupils that they meet for that purpose, and from that has developed the Newark League for the Hard of Hearing.

Through the courtesy of the Board of Education the use of a room in the Girls' Vocational School has been granted for a social meeting once a month. The business meeting of the Board of Directors has been held there also, monthly, or at the home of the president.

There are eighty-four names on the roll, over fifty of whom are deafened or hard of hearing. They come from Montclair, Upper Montclair, Orange, South Orange, East Orange, Bloomfield, Arlington, Kearny, Nutley, Belleville, as well as Newark. Lip-reading and the opportunity for friendly intercourse have enabled them to take hold of their work with lighter hearts. Now they want the Newark League for the Hard of Hearing to be a Community Center where the deaf and hard of hearing may gather to get strength and inspiration to meet the everyday problems of life. They want the opportunity for service. They want to make their handicap a power for good. How? By forgetting self—by doing—by helping others.

That we can do something for others has been proven by our work for the Red Cross. When our country sounded the call for her women to give patriotic service, a Red Cross Auxiliary was formed and in the two years that it served, we made 2,339 articles. To quote from the Newark *Evening News*—"The League for the Hard of Hearing has responded to every call issued from headquarters."

For two years we have supported a little French girl through the "Fatherless Children of France" and this year sent the money directly to her.

Having heard last year through Dr. E. A. Fay of the distressing conditions due to the war, of the Jewish Institute of the Deaf in Vienna we sent money. This year we sent a check to the teachers of the School for the Hard of Hearing at Budapest, Hungary, where conditions were equally distressing.

We have had two Christmas sales, a card party and a rummage sale, the money from which has been put into a trust fund toward our own home. Growing slowly, but making our foundation firm, with a spirit of brotherhood and a desire for service, we hope to have a room this fall with an executive secretary so

that in Newark there may be a community center for the Hard of Hearing.

PRESIDENT PHILLIPS: The next report will be that of the Toledo League for the Hard of Hearing, by Mrs. Rodney C. Dewey.

#### REPORT OF THE TOLEDO LEAGUE FOR THE HARD OF HEARING

By MRS. RODNEY C. DEWEY

It has been a matter of conjecture with me what kind of report I was going to make. You see I never went to this kind of party before. I do not know whether you want a report as juiceless as a balance sheet or whether you want me to tell you about some of the things that have really made our work worth while.

The Toledo League was organized October, 1919. That was a year and half ago. To quote Mr. Wordsworth in the past tense, "We were seven." We did not have any money and we did not have any plans. Our only assets were our defective ears and a large amount of enthusiasm, and our only plan was to help ourselves and everyone else who was hard of hearing. We did not have money enough, as an organization, to put a notice in the paper to invite people to come to see us, but somebody told us that the club notices were free; so we worked that column overtime, and people came to us. That was in October.

In January we took a very small apartment for headquarters. In May we became incorporated, and last September, eleven months after we organized, we took a thirteen room house for our clubhouse, where we carry on our activities, and where we welcome everybody who is hard of hearing or interested in the problems of the hard of hearing. We have now over a hundred paid members, but we have dozens and dozens of members, full fledged members in perfectly good standing, who have never paid one cent of dues and who will never be asked to pay any dues. I am looking forward to the time when dues will be done away with altogether. We will have voluntary contributions, yes, but I shall be glad when we have no dues except defective ears and a large interest in our work.

Our expenses for maintaining our clubhouse and our activities, not including the industrial department, are about \$200 a month (we have no salaries). And if we have luck our income is the same. You know Walt Whitman says, "You are not all included 'twixt your hat and your boots," and this League work is far from included between your "income-itures" and "outgo-itures." It is the intangible things that make it worth while, and if your intangibilities are there, you always have money to pay your liabilities. In proof of which I want to report that we were invited, mind you, *invited*, to place our budget with the Community Chest, which we did with alacrity, and we were allowed \$2,000 this year. We were one of the few new organizations taken on, and many of the old organizations were dropped.

We have four departments, social, educational, employment and industrial. I will confess that when we went into this work I thought the social the least important, but I have come to think that is the most important. With happy hearts and cheerful minds, people can tackle anything. We have our parties, our card parties, our dances, our dancing class, our boat rides, our picnics, all the things that normal people enjoy.

Then we have our educational department. Chief, of course, comes lip-reading. I will speak of that later. We have lectures along various lines that are of interest to all of us. We have brought to Toledo several lecturers who are preëminent in their field. We do not want people to think of us as "just a bunch of deaf folks." We are that, but we are not deaf intellectually and we are not deaf spiritually, and, with the study of lip-reading, we are overcoming the handicap of physical deafness. We want people to think of us as a group who are interested in everything that is intellectual and progressive.

We teach lip-reading. Those who can afford to pay for it are allowed to do so, but to those for whom it would be any hardship whatever, we give instruction without any charge. During the last year we gave away seven free scholarships, and we have helped a far greater number in our free practice classes.

We have our employment department, and that is very dear to my heart. In the last year we have found a hundred and forty-nine jobs. I pause for appreciation, for, believe me,—to use a very expressive expression—we have worked night and day to accomplish it. You must remember that Toledo is out of a job and has been out of a job ever since the bottom fell out of the automobile industry, a year ago, and a job in Toledo means more than a job in most places. So, I am speaking *literally* when I say that we have worked night and day to accomplish it.

At twenty minutes of ten one bitter cold night last winter, the telephone rang and a man said to me, "Mrs. Dewey, I can put on another carpenter to-morrow morning. Can you send me one?" I said, "He will be there at seven o'clock." Because the man who needed the job most, did not have a telephone, I bundled up and went over to the other side of town and got him (great applause),—and I did not have an automobile either. He was on the job the next morning and he is there now. (Applause).

We have our industrial department. It is only six weeks old but it is a husky youngster. We manufacture house dresses, aprons, underwear, etc., in order to furnish employment to the many hard of hearing women who apply for sewing. Somebody said to me yesterday, "You must have had considerable capital?" We had none at all. We did not have five cents. We went down to the wholesale house and bought several bolts of goods. We showed them our letter heads and they let us have these bolts of goods on credit. We cut the goods up into dresses and aprons, we gave them to the women to sew, we sold them and discounted our bill. That is what merchants would call turning over their stock, and we have been turning over that stock so fast ever since that we are almost dizzy.

So much for the Toledo League for the Hard of Hearing. The doctors have been back of us like a stone wall, the general practitioners as well as the specialists. They have sent people to us. The otologists have given us free consultations, and have given us free service, week after week. The newspapers are

giving us unlimited publicity, and the business clubs, the Rotary Club, the Women's Clubs, and such clubs are strong for us. *We are a recognized part of the city of Toledo*, and the inspiration that has come from the work has made it a privilege to be hard of hearing.

PRESIDENT PHILLIPS: The next report will be that of the Pittsburgh League for the Hard of Hearing, by Miss Ruth Robinson.

### REPORT OF THE PITTSBURGH LEAGUE FOR THE HARD OF HEARING

BY MISS RUTH ROBINSON

The Pittsburgh League for the Hard of Hearing has been active for one year with the following officers:

W. A. McKean, *President*.

B. S. Johns, *First Vice-President*.

Mrs. J. J. Clark, *Second Vice-President*.

Miss Mary B. Loos, *Third Vice-President*.

Miss Elizabeth Brand, *Fourth Vice-President*.

Mrs. J. D. Miller, *Secretary*.

Miss Ella Price, *Treasurer*.

The three rooms of the organization, which are maintained jointly with the Pittsburgh School of Lip-Reading, are in the Highland Building, East End. Our membership is 85.

There are four departments of work in charge of the four vice-presidents. Following is a brief outline of these departments:

1. *Lip-Reading*. Free lessons were given privately to four persons:

a. To a school boy: through the success he has had, there is a hope of introducing lip-reading into the public schools.

b. To a young woman, who after she had all her lessons, insisted upon paying for them. She said she had never had a good time in her life until she came to the League.

c. To a girl of sixteen who was very unhappy, but who found out there was much for her to do after she came to us. She became very proficient in basket-weaving.

d. One scholarship was given.

There are no free classes in lip-reading in the Pittsburgh Public Schools. Mr. J.

M. Burkey, Director of Special Schools, promises that there will be, beginning next fall. A demonstration of lip-reading was given before him which will be repeated before the Superintendent of Schools, Dr. Wm. Davidson.

2. *Entertainment*. This has been the most important department of League Work. Many parties have been given, in the League Rooms and at the homes of members, which have been successful in every way. Average attendance was forty; largest crowd, seventy-five.

3. *Arts and Crafts*. A class in basket weaving was conducted each week under the direction of Miss Mary Loos. Baskets are for sale. There was sewing in the rooms in preparation for a Christmas Sale. Baskets, handkerchiefs and dolls were sold, the League receiving a percentage of the proceeds.

4. *Employment*. This department has just been organized. Form letters were sent to employers, and many encouraging replies have been received. No general publicity was given this work as it was an inopportune time to announce the founding of a free employment Bureau.

### GENERAL INFORMATION

The Young Women's Christian Association offered the League Worker on Employment the use of their employment organization.

A six ear-piece acousticon has been placed in the Jewish Temple through the influence of a member of the League who is also a member of the Temple.

With the permission of the *Atlantic Monthly*, where the article was published, one thousand reprints of "The Road to Silence," by Margaret Baldwin, were made and distributed. Requests for copies of these reprints have come to us from all parts of the United States.

Subscriptions to the VOLTA REVIEW were sent to six deaf persons.

Officials of several large churches were told of poor light on Pastor's face. The lighting arrangements have been changed.

The use of the League Rooms was granted to all ex-service men who were taking lessons, affording them a place for study, rest, recreation and social intercourse.



Our growth to eighty-five members within a year speaks of the lively interest manifested by the members and foretells greater development and usefulness.

PRESIDENT PHILLIPS: The next report is that of the Speech Readers' Guild of Boston, Mrs. H. C. Ernst, Vice-President. That is the Guild that is so royally entertaining us while we are here. I am sure we are very grateful.

#### REPORT OF THE SPEECH-READERS GUILD OF BOSTON

By MRS. H. C. ERNST, *Vice-president*

The Speech-Readers Guild of Boston was just five years and five months old yesterday, June 7, for it was on the 7th of January, 1916, that a group of 35 people, all with impaired hearing, united to form a club for mutual help and encouragement and to spread the gospel of speech-reading.

These 35 people had studied speech-reading with Miss Bruhn, and knew the advantages to be gained from the use of eyes when ears were failing.

We had no very clear idea at first how to work out our plan, but one thing we did know, and that was that we intended to keep the *management* of our club *wholly* in the hands of those whose hearing was impaired. That while we should welcome the association and friendship of hearing friends, all officers must be hard of hearing people. We were told "you can't do it," but where there is a will there is a way; we *had* the will, and we *found* the way.

At first our meetings were held in a room which we hired for each meeting; then in the autumn of 1916 we rented a suite of four rooms in Trinity Court; in two years we rented a second suite; and in two years we were crowding the walls of these two suites, and when the wonderful opportunity came to have the large, roomy house we now occupy, we streamed in rejoicing, and our original 35 members is now increased to 297, with 88 associate members and 4 honorary members, a total of 384.

In the spring of 1920 we were incorporated; so much for our growth.

Our activities embrace social meetings, talks, entertainments, out-door excursions,

games, study classes, practise classes and an Exchange.

During the war year we carried on a branch work of the "American Fund for the French Wounded" and supplied a large number of surgical dressings; also our members knit 716 articles for the Navy League and we did a large amount of clerical work for the Red Cross and the Committee on Public Safety at the State House, and when the war ended we did considerable Refugee Sewing. So that we felt that we were being a little help in those years of distress.

Our Exchange is our most recent activity, and is meeting with most encouraging results; since its opening last November \$416.83 has been paid to consignors. This has good promise for the future.

The study classes are a manifestation of the fine spirit of coöperation which animates our Guild. Each of the three schools of Speech-Reading is represented, offering the Muller-Walle, Nitchie and Kinzie methods to students. These classes are for the benefit of those who *cannot* attend the regular schools, and are held in the evenings, 5 classes on 4 evenings a week. A small fee is required for attendance. The total attendance has been 1,512 this season, November 1st to May 1st. Afternoon practise classes are also held, and these are very helpful, and free to all members.

A men's organization has been formed, which holds its meetings independently one evening each week. Of course those of our men members who can do so come also to the general meetings.

The best of our Guild cannot be put into words, it can only be realized in the spirit which animates it, the spirit of coöperation, each one doing something to help its success:

The Spirit of Friendship,  
The Spirit of Service,  
The Spirit of Joy.

We hope you will feel something of this as you pass through our beautiful home, and we are glad that we have this house in which to welcome you now.

PRESIDENT PHILLIPS: The director of the Speech-Reading Club of Philadelphia, Miss Kinzie, is not able to be

present at this meeting, I know very much to her regret. She will be represented by Miss Florence Cannon, of Philadelphia.

# REPORT OF THE SPEECH-READING CLUB OF PHILADELPHIA

BY MISS FLORENCE CANNON

I have a letter from the Misses Kinzie, which I have been asked to read to you: (Reading)

To the Members of the Speech-Reading Profession and their Friends:

## Greetings:

It is a matter of deepest regret to us that we cannot be with you and partake of the inspiration of this great meeting, which we believe to be of especial significance in the development of our beloved work.

Under ordinary circumstances, nothing could possibly keep us apart from you, and there are no words in which to express our disappointment.

Permit us to say that our hearts are with you in whatever you may accomplish for our great cause, and, that we shall rejoice with you in your achievement.

Assuring you that you have our sincerest wishes for a thrilling and an overwhelming success, we are

Faithfully yours,  
THE MISSES KINZIE.

As I am not deaf, I am honored in representing The Misses Kinzie at this meeting. I have never seen anything so thrilling as what the Misses Kinzie have put over. Today they have \$27,000 and seven hundred members. We have a real Community House—The House of Happiness, in which every branch of work is organized. We have the richest and poorest people of Philadelphia coming there.

About March 1 there was a notice sent in one afternoon that unless we could decide to buy our house for \$50,000 by the next afternoon, we would have to get out, as another purchaser had been found. If we could place \$5,000 down by the next afternoon and make the settlement by June 1, we could stay there. We have a wonderful house for our purposes. The house is situated in a very quiet section of Philadelphia and one of the best places in the city, and it is exactly adapted for our work. We have some very large rooms in it, which help to

make it self-supporting. At the time we received this notice that the building was to be sold, we felt we could not get out. Miss Kinzie called the Board of Directors together that night. Mrs. Dewey reminded me of Miss Kinzie. I do not think there is anything Miss Kinzie could be stopped by. She got her meeting together and they voted to buy the house. The next week a meeting was called to open the drive, and I will never forget it. The soldier boys were there with tin pans and other things with which they could make noise, and even the deafened could hear very well that day.

After we got the drive started that Wednesday, we had regular campaign luncheons and at these luncheons we interested the people of Philadelphia by having prominent men and women as our guests. We have a very beautiful tea room in the house. There we had our luncheons. At the table in the center, Miss Kinzie and her sister and whatever guests we had, sat, and during the course the speakers would get up and talk to us. We had such people as Mr. Vauclain, President of the Baldwin Locomotive Works, and other influential men. One day a gentleman who is very much interested in deafened people, brought the manager of a big department store in Philadelphia, in for luncheon, without telling him anything about the place. He said to me, "Where are the deaf people here?" I said, "Every one in this room is deaf but you and me." He said, "I am going to help these people," and he got up and pledged \$2,000.

We are trying to spread propaganda for lip-reading and make the cause known to the people of Philadelphia, where there are thousands of deafened people.

We have done everything we could to spread the propaganda through the people. That is the main thing.

We are all trying to get people interested who are not deaf. These men who come in say, "You cannot keep this to yourself; you will have to share it." Mr. Vauclain has said, "You have no right to have this beautiful room for luncheons and not have the public in. Why don't you get a list of people who will enjoy this, and let us come once a month all the time, make it a permanent thing?" They

are the people we feel we must interest, and they have been perfectly wonderful to us, and we will soon have our \$50,000, we think.

We are doing every kind of community work. We have receptions once a month which are real receptions, where all the members can come and bring their friends. We have afternoon tea one afternoon a week at four o'clock for anybody who wants to come. We have all kinds of entertainments and dramatics, and the thing they feature most is the church service. There are many deafened people who are fond of going to church who are not happy now. We have a regular church service, a regular Bible school every Sunday in our big hall room, where we have our meetings. It is such an inspiring thing that there are a lot of us who are not deaf who feel that we must help and are glad to think that they will let us. At first they thought we did not belong to them, but I think now they feel we do belong as long as we are interested.

I hope when you come to Philadelphia you will see our house because it is really very interesting.

PRESIDENT PHILLIPS: We will hear from the Lip-Readers Club of Cleveland, Miss Howell.

#### REPORT OF THE LIP-READERS CLUB OF CLEVELAND

By LOUISE HOWELL, *President*

*Origin:* Since the establishment of the Cleveland School of Lip-Reading occasional small social gatherings have been held. In December, 1919, we formed a club of about 30 members with a membership dues of 25c a month which we soon decided to raise to 50c per month.

*Organization:* Last fall under the direction of the School Board I started a free evening class in lip-reading at the Normal School. This brought together many of the old pupils and also beginners. In the first two weeks we registered over 60 and now have enrolled 93. This group increased our membership to such an extent as to make it virtually the organized representative of the Hard of Hearing in Cleveland. We decided to form a permanent organization, elected our officers

and were incorporated under the state laws of Ohio, January, 1921.

The class at the Normal School is the most responsive and attentive I have ever seen. The School Board has agreed to make this work a permanent feature of the school system, and we expect to have a steady increase in our membership from this source.

We have our staff of five officers, the Executive Committee of the Board of Trustees being our final authority. Our Trustees agree that as a very important feature of the work is to have the hard of hearing accomplish by his own efforts, we had better stand on our own feet financially and not draw from the Community Chest. We, therefore, decided to send our letter of appeal as a coöperative organization to the Welfare Federation of Cleveland.

Our letter of appeal for membership to all the hard of hearing of Cleveland is being held until we are notified of the Action of the Welfare Federation. Up to the present time no authoritative answer has been received.

*What Has Been Accomplished.* The social gatherings this season have been well attended, and we feel that much has been accomplished at the Normal School by bringing such a large group together. Aside from the noticeable progress in lip-reading, the absence of fear is to my mind the best result of the efforts of the group work.

*Plans for the Future.* Club quarters. We are very much handicapped because of having no clubhouse. My office is at present the headquarters. A room across the hall has been at our disposal throughout the winter for our socials, but we were so crowded there that for the past two months we have rented a larger room for the purpose. Through July and August we have secured a good sized room at the main branch of our Public Library. We shall all be very happy when we have our own clubhouse, which we are hoping for not later than this fall.

When Helen Keller visited Cleveland this spring I talked with her and was so amazed and inspired by the wonderful victory she had gained that I asked Miss Keller for a message from herself to my

people. This was the message she gave, "Be strong. Tell them they can do anything they want to do if they try hard enough."

*Employment Work.* We have a number of our own group who are trying to find congenial work, now that they have become deafened.

That, to my mind, is one of the hardest problems we have to face, and I believe it is much harder for the educated man or woman who has become deafened to find congenial work than the uneducated person. We have quite a number who are looking toward commercial art. I do not know whether any of you have thought of that, but two or three men have taken that up and they feel they will get good financial returns. One man has assured me that in the fall he is going to be able to take private lessons. He is following up commercial art.

We want to thank the medical profession for the fine endorsement of our work in Cleveland. I am sure we are backing up the medical profession there. They were very much pleased when we handed out our club posters.

Our thanks are also due to our sister organizations who have, through the pages of "Our Magazine," told about the fine work they are doing. We have been encouraged by the fine write-ups we have been able to read in THE VOLTA REVIEW.

You are an inspiration and an incentive to us. We have joined the National Association and I want to mention the fact that the amount necessary to gain admission did not come from the treasury, but was voluntarily subscribed by the individual members, an evidence of their appreciation of the work outside of the purely local field. We trust there will be ways we can help you and we are very sure you can help us. Our reach is far beyond our grasp, but we are reaching out expecting to accomplish far more this coming year than has been accomplished the past year. We are confident that the best is yet to be.

PRESIDENT PHILLIPS: Miss Zimmerman reports for the St. Louis League.

## REPORT OF THE ST. LOUIS LEAGUE FOR THE HARD OF HEARING

BY MISS ELINOR C. ZIMMERMAN

I did not know until this morning that I was expected to bring a report from the St. Louis League.

The St. Louis League for the Hard of Hearing was founded last fall. That was about the first of October. The membership of the League is now between fifty and sixty. We have held business meetings during the winter. There are also classes in lip-reading at the Central High School and at the Central Institute on Tuesday and Thursday evenings. This work is now part of the public school system.

At present our work is not very well organized but we hope in time to have as much as the rest of you.

PRESIDENT PHILLIPS: Miss Suter will report for the Speech-Reading Club of Washington. I believe this is the infant organization in the club line.

## REPORT OF THE SPEECH-READING CLUB OF WASHINGTON

BY MISS MARY D. SUTER

The Speech-Reading Club of Washington had its beginning February 12, 1921. Since then eleven meetings have been held, with an average attendance of 43 out of a membership of 50.

A large meeting was held on March 17 for the purpose of acquainting the people of Washington with the work accomplished for the hard of hearing in other cities. Prominent members of organizations in New York, Boston and Philadelphia, and the officer in charge of reconstruction work for deafened soldiers, were the speakers of the evening. A more successful meeting could scarcely have been imagined. The auditorium of the Volta Bureau was packed to overflowing and many had to be turned away.

The following committees have been active in promoting the welfare of the club:

EDUCATION  
PUBLICITY

### MEMBERSHIP ENTERTAINMENT HOSPITALITY

Two practice classes in Speech-Reading, one for beginners and one for advanced pupils, have been formed by the Education Committee. Much interest has been shown in the meetings of these classes.

Three Social Evenings, planned by the Committees on Hospitality and Entertainment have been enjoyed. The last, a party on the roof of the Volta Bureau, June 1, marked the closing of the Club until October 1.

In May the President of the Club, Mrs. Hubert, visited the organizations for the hard of hearing in Boston, New York, Philadelphia, Newark and Jersey City, and brought back many ideas for the Club.

The Speech-Reading Club of Washington is indebted to the Volta Bureau for the use of its auditorium. In the fall, an effort will be made to secure rooms or a house for the activities of the Club.

PRESIDENT PHILLIPS: The report for the Kansas City League—I will ask Miss Timberlake if she will present that report.

### REPORT OF THE KANSAS CITY LEAGUE FOR THE HARD OF HEARING

By MRS. VERNA O. RANDAL, *Secretary*

The Kansas City League for the Hard of Hearing was organized January 5, 1921, with fifteen members. Owing to our very limited number of members we have not attempted to branch out very much. We now have a membership of about thirty.

Since the time of organization we have had one social meeting each week, and a class of lip-reading practise each week. Also, we have had a free class in lip-reading each week.

Our League is as yet, little more than a Lip-Reading Club but it has been the means of bringing pleasure and profit to quite a number who, otherwise, lead very isolated lives.

PRESIDENT PHILLIPS: I do not know how this series of reports has affected you, but it is the most inspiring thing I

have heard in connection with my experience in this work. All told, this work does not date back more than ten years, and it has developed individually and made great progress. What will it mean



ENTRANCE TO UNITY HOUSE, BOSTON,  
WHERE THE MEETINGS OF THE CONVEN-  
TION WERE HELD

when we come together and tell each other what we are doing?

(The Convention Proceedings will be continued in the December issue.)

### THE HARD OF HEARING IN THE CHURCHES

Through the coöperation of the Chicago Church Federation, a special appeal was recently sent to the ministers of all churches in Chicago, members of the Federation, about 850. The appeal asked the ministers to bear in mind the hard of hearing members of the congregation when giving their sermons, and to strive for more distinct speech and better articulation, in order to assist them in reading the sermon from the lips, which is the only way a sermon can be understood by the hard of hearing, unless in the few churches where ear phones or acousticons are installed.

This appeal was a reprint of an article appearing in *THE VOLTA REVIEW*, May, 1921, written by Marian J. Anderson, a teacher of lip-reading in Los Angeles. We wish to call the attention of other leagues and organizations to the value of this article as a "reminder." The Chicago League has on hand 250 copies which any organization may have for the cost of printing if they wish to carry out this idea in their community.

Literature descriptive of church ear-phones and acousticons accompanied the appeal, and we hope now that the ministers are duly informed of "aids to the hard of hearing" that they will make use of the information.

—*The Bulletin Board.*



**SOME OF THE DELEGATES TO THE FIRST CONVENTION OF THE AMERICAN ASSOCIATION  
FOR THE HARD OF HEARING**  
Boston, Chicago, Washington, Newark, Pittsburgh, Syracuse, New York, Providence, Toledo, Cleveland,  
Philadelphia, St. Louis and Jersey City are represented in the group.



"When thine heart goeth out to a man seek not to call it back, for it is better in the keeping of a friend than in thine own."

—Christopher Bannister.

**D**EAR FRIENDS: I thank you all for your kind messages of encouragement. In return I have lighted the second birthday candle and it is burning brightly. Today is Open House at the Friendly Corner, and we are all seated before a glowing fire, chatting about the many things we share in common.

C. C. K. P. speaks first.

Just how much does the Friendly Corner mean to me? Of course I am not like the woman who said, when asked if she took *THE VOLTA REVIEW*, that she did, as her *teacher* had asked her to, and she'd never looked into it! But I am like A. L. S. who replied: "Why my dear woman, I not only *take* it, I *grab* it from the postman, and read it from cover to cover, advertisements and all." I am just like A. L. S. in that respect (and I'd like to be like her in all ways) but in this instance it's all due to *THE VOLTA REVIEW* being so delightful. The first thing after I open my magazine I look for the John A. Ferrall article and the Friendly Corner and if I thought that I could say something to interest the readers, as the Friendly Corner does, I might be having all the say, myself, in that corner. In brief *I want the Friendly Corner in THE VOLTA REVIEW*, and I want everybody else to help you—I'd like to do so myself.

Thank you for your cheerful message and splendid tribute to the Friendly Circle.

This is from H. F. H.

In response to your request in *THE REVIEW* I am writing to tell you I hope you will see your way clear to continue your department another year, and I wish also to say that each month when I sit down to read the new number of *THE REVIEW*, the two first articles I turn to are the Friendly Corner and the very

interesting article by John A. Ferrall. In speaking of the advisability of continuing your department another year, may I suggest that perhaps people are not acquainted fully with *THE REVIEW* and its work. It was the merest accident I got in touch with it myself, and as you doubtless are aware, the Speech-Reading Club of Washington is a new organization and possibly even all its members do not see *THE REVIEW* regularly. It seems to me that all the people who are deaf would wish to see *THE REVIEW* regularly, to keep in touch with the work being done.

I think we should all show our interest in the work by boosting the magazine. If we enjoy it so much ourselves, why do we not try harder to bring it to the attention of others? Do you ask every deaf person you meet if he reads *THE VOLTA REVIEW*? Do you see to it that every club and school for the deaf has a copy on the reading table in plain sight? I have visited several schools and clubs and only occasionally do I see it in the reception room or reading-room. Do all you can to see that every deaf person in this country knows of our magazine!

Now this is from Dr. D. H. D.

For a year I have been reading your little talks and often have I had the impulse to write you but until now I have never obeyed it. Probably I would not do so even now were it not for the fear that you might throw up your job and discontinue your corner unless folks show more appreciation of your efforts. No doubt many are in the same boat with me. I take *THE REVIEW* because I am in sympathy with its aims and like the articles in it—they cheer me up and in a way help me to forget my handicap of total deafness. I am a physician, lost my hearing nine years ago after hav-

ing practiced three years. I had to give up my practice, of course, but fortunately was able to procure a position with the Industrial Commission of O. which seemingly fits my special capabilities. I am a fair lip-reader, although I have never had the opportunity of taking a course from a trained teacher. I have no difficulty in understanding my wife and children and others with whom I am in frequent contact. I would like to get a little bunch of congenial folks together to practice lip-reading. I know there must be a number of persons in C. who have the same desire but don't know how to go about it. We don't know the ropes. Can you and will you help us?

If anyone has any suggestions to give as to the formation of a practise class, I will gladly send on the information to the doctor.

Here is another friendly letter from C. Z.

Don't give up the ship! We will all try to help you keep it on its course. Even we busy ones whose lives are full of interest (at least to ourselves) turn eagerly to your corner, so how can it help being a place of refuge and comfort for those whose hearts are sad and lonely? Your suggestions have stimulated the members of at least one organization to go off on bird and flower hikes, coming home fresh and enthusiastic, and at a certain convention in June I kept hearing hints of friendly letters and eager desires to meet the Friendly Lady. The scheme of a big correspondence club sounds feasible and interesting, though it will take time and experience to get the right chairmen for the local organizations. I wish the Friendly Corner could hold open house this afternoon in this entrancing historic village. We could sit here in this open cabin looking out at the tall phlox in the old-fashioned garden—refresh ourselves with the grapes that hang like a fringe from the eaves—and tell thrilling stories of the Indian days that are past. To crown it all we could walk up and down The Street, overreached by grand old trees, sheltering the colonial houses, and watch the sun set over the hills through the mists that rise from the river.

We should all like to be with you in such a lovely spot, C. Z.

The following from L. G. is one of the finest tributes the Friendly Corner has ever received. The rest of her letter also contains some suggestions in the way of employment that may not have occurred to you.

As far as I am concerned it is the first page to which I turn and gives me more pleasure than any other part. Your message is always so bright and friendly that I keep a mark in the place to re-read it when I get lonely and dis-

couraged. So please do not give it up. Some time ago you asked for suggestions of work that could be done by deaf persons. For some months, I acted as proof-reader for a small publishing house and found the work so pleasant and easy that I wonder more persons do not take it up. My deafness was actually an asset for the machinery made such a noise that no one could hear the spoken voice and so no "copy-holder" would have been of any use. An ordinary high school education should be enough for a good proof-reader; salaries range from \$18 or \$20 per week and up. Union "readers" will not start below \$35 I believe. I had a little book on proof-reading which I kept by me; this with a few friendly criticisms from my predecessor, was all the training I received. Since returning to the east, however, I have found the prejudice against employing a deaf person in any capacity too great to permit me even a trial in that work, though I am exceptionally qualified, having had special training in bibliography and cataloguing. Of course in a large publishing house where a "copy-holder" is necessary, a good pair of ears is also a requisite. There is another form of work which ought to be open to deafened persons; that is, indexing—I mean making out an index for a reference book. That is work which could be done at home by any well-educated person. It is not highly paid work, but it is interesting and would afford an opportunity to avoid brooding. Isn't there some way of making people understand that loss of hearing does not mean loss of all other faculties? There are so many ways in which deaf persons can be especially useful that it seems a shame to have them cut off. There ought to be a "drive" to educate the world in that respect.

Here is an opportunity for you to prove yourself friendly!

L. H. K. writes:

I wish to attend the —— School of Lip-reading. Do you know of any fund for the deaf where one could borrow \$200? It doesn't seem disgraceful to me to borrow, as I am positive that I can pay it back with interest. I have taught school and I have been a missionary for fifteen years. After a six weeks' course I can go back to the schoolroom and earn whatever I have borrowed. However, it would please me to help little deaf children. My heart goes out to them. Perhaps you would send me some books (second-hand) on lip-reading. How much shall I send you? How interesting THE VOLTA REVIEW is! I read and reread my old copies. I never saw it until *last month*. Would you find out for me if a young woman could work as assistant matron in a school for deaf children and continue private practice lessons?

There is no way in which I can help her in any of these things she requested of me. Is there anything any of you can do?



Some time ago I met a young woman who told me that she had a little boy—her only child—who was born deaf. He is only two years old, and she is quite troubled as to the best way she can bring him up. Unfortunately she is unable to be with him all the time, and she is obliged to leave him with her mother. I told her about THE VOLTA REVIEW and sent her a few things to help her, and this is her reply.

Many thanks for taking such an interest in baby. Sending with this letter baby's picture. Since receiving THE VOLTA REVIEW have taught baby to say "fy fy fy." Now he can say "Mamma, papa and fy fy." Don't you think that is remarkable for a little fellow of two years?

I received the picture and found he was such a dear little boy with light curly hair and wistful blue eyes. I wish I could help her more with him.

M. A. A. has a suggestion to make to those whose ear-phones press upon their heads.

I have taken an ornament from a hat (concave in shape) that is just big enough to cover the receiver, fastened a round, black, silk rubber tape to it, which eliminates the head-band and pressure on the head. I fasten the cord of the phone in my hair at the back and it hardly shows at all. Can tell you just how to make the cover if you think anyone might be interested, for it does take away the rawness and hurt of the naked phone.

So if anyone is interested, write me and I will find out the directions for this ear-phone's new dress.

One of the members of the correspondence club wrote me this interesting letter—full of ideas, too.

By-the-way, the kids here call me "Hoo! hoo!" because that's the only way they can get me to hear them. I'm not so sensitive as the girls are, to mind it. Friday evening I went to a party at the church, and, believe me, I had a wonderful time, even if my ears were conspicuous by their being "out of business." Everyone was on the friendliest terms, and *not one* seemed to pity me for being deaf or hard-of-hearing, in whichever way you prefer to have our common affliction served. Luck—or something—seemed to be with me as they only played games that did not require a lot of talking—which I detest! For instance, we formed the chairs in a large circle with girls and boys in alternate chairs—a girl, a boy, a girl, etc.,

and everyone was provided with a pencil and pad of paper. Then on a signal the boy exchanged his pad with the girl on his left, and on it each wrote his or her name, nickname, and occupation (if at work, or in school, etc.) and then exchanged pads again. There was a little time in which to gossip and then a signal was given, upon which each couple arose, shook hands very gravely and the boy bowed his girl partner to the seat at his right and commenced all over again with the girl who took the place at his left, left vacant by his first partner. Thus it went around till everyone became acquainted. I'm telling it, thinking you might want to pass it on to some club to use on a social night. Then we played a very funny game. The girls were arranged in one long row and the boys in another, facing each other. On a signal, the boys had to keep as solemn as the most solemn owl, and the girls had to make them laugh, by any means they could think of. Each girl was given five minutes in which to make a boy laugh, and if she failed in that time, had to drop out. As a girl caused a boy to laugh, or even smile, he had to place himself behind her, and at the end, the girl made each boy do something queer or funny to pay for his mistake in laughing. I must confess I was "caught napping" very early in the game. My punishment was that I had to recite the *Latin!!!* alphabet backwards. I did the English one and no one noticed I included the j and w which are not in the Latin. Your article in the last VOLTA REVIEW made me wonder what was wrong. *Don't give up!* Yes, I know it will die a natural death if it doesn't *move forward*. That was what I thought when I first joined. Everyone must put his shoulder to the wheel and PUSH. If it wasn't for you and the Corner, I would never have known there were so many fine deaf people in this hard old world. The Friendly Corner makes me want to push on, instead of being contented here and run along in the same little old rut the rest of my life. I will confess here that I was terribly scared of going away from the city by myself, but seeing that other deaf people—like you—went through college without being smashed, I thought that if others could, why couldn't I??? So here I am, ready to enter college and tackle their 57 varieties of rubbish as well as what I particularly want to take up.

What games have *you* played that were "lots of fun"? Tell me about them so that we can all enjoy them when we get together.

You can always reach me at the following address:

THE FRIENDLY LADY,  
35th St. and Volta Place,  
Washington, D. C.,  
c/o Volta Bureau.

Please enclose a stamped, self-addressed envelope.

## THE SERVICE OF THE BOARDING-SCHOOL

BY MABEL H. GRAY

THE day school for the deaf is coming to the fore in these days, and has many able advocates. The purpose of this paper is not to deny the advantages of the day school, but rather to bring to mind the very real needs which the boarding-school can and does meet.

Of course it is perfectly obvious that the boarding-school must be resorted to where the child lives in a small community a considerable distance from a city, if these parents are so situated that they cannot move, and are not sufficiently well-to-do to hire a private teacher.

It is equally obvious that when the parents are shamelessly immoral and are bringing the child up in an unwholesome moral atmosphere, its home is no place for it.

On the other hand, few of us would dispute the fact that, if a child has even a fairly good home with parents who have a degree of wisdom and the ability to provide with some adequacy for his spiritual and physical needs, it is of doubtful advantage to separate him from the constant intercourse with hearing people, the close ties, the delights and disciplines that come with family life as in no other way,—provided that reasonably good schooling can be secured for him without such separation.

There are, however, homes from which both mother and father have to be away all day to earn enough to feed and clothe the children. In such cases, too often, the children get an education along highly undesirable lines during the day; and the parents are too tired and too busy when they get home to care for more than their pressing physical needs. Little deaf children, because their mental growth lags behind their bodily development, and because of the physical limitations of deafness as well, are peculiarly defenceless before dangers both moral and physical. Of course there are other, and perhaps better, ways than sending them to boarding-school by which this difficulty might be met; but as a matter of fact, in a large number of cases, it has not, as yet, been so met. I think few of us who have

taught long in an institution, and know something about children from such homes, can doubt that many have been saved from worse than physical crippling by being put into a good school.

There may be room for question in the case of the home that lacks either the interest or the power to keep the child fairly regular in his attendance and to make him feel that his work in school is of importance. It seems to us that, besides the direct interference with his progress in the acquisition of language and the means of expression, and consequently with his mental development, the habits of idleness and self-indulgence in which the child of such a home is apt to grow up are a heavy mental and spiritual handicap that requires much to offset it.

There is a considerable number of frankly debatable cases where the parents, either from natural limitations or from lack of opportunity, are sadly lacking, in one way or another, in fitness to bring up children. It is often an open question whether what their children lose by leaving home is, or is not, balanced by what they gain from the training of the school. We feel that frequently it is. The opportunities of the boarding-school to teach neatness, generosity, industry, respect for the rights and property of others, self-control, truthfulness, indeed most of the essential virtues, are quite equal to those of the home; and it is quite as likely to make use of them. Very many well-meaning people understand no other way of being good to an unfortunate child than by always giving him his own way; while in rare cases, parents are impatient with, perhaps ashamed of, the child because of his affliction, and he receives scant measure of affection and attention. Sometimes, perhaps often, parents can be persuaded and helped to better fashions. Too often, however, they are either unable to understand what is needed, or unable or unwilling to bring it to pass.

If parents can and will profit by advice or example, the boarding-school, like the day-school, has many opportunities to

help them. It is true that it cannot, as a rule, come into as frequent contact with them as it is possible for the day-school to do. On the other hand, however, more than once parents have confessed to having received much-needed help in dealing with their children at home, or new ideals of living conditions for that home, from watching the teachers with the pupils out of school hours, or from what they have seen of living conditions in the school, with their cleanliness and careful ordering. The children themselves not infrequently work a quiet revolution in their homes, as they grow old enough to appreciate such conditions. An object lesson sometimes finds its mark where the best advice that can be given falls far short of it.

There is another field in which the institution renders a much needed service. Deaf children, like their hearing friends, tend to drop out of school as they reach the upper grades, so that, except in large cities, those grades often lack the numbers necessary to wholesome and stimu-

lating competition. Not infrequently it becomes expedient to drop out a grade entirely, for a year or two, and advanced pupils do scarcely more than mark time until others catch up with them. Such cases the boarding-school can, and is often called on to serve.

These older children frequently come from considerable distances; and the broadening of outlook that results from a new environment and the interchange of ideas and experiences with pupils and teachers from many localities has a value so well recognized that it needs only to be mentioned.

When one sees a gathering of alumni of a good boarding-school for the deaf,—happy, self-respecting men and women,—and feels their affectionate and faithful loyalty to it, one feels that it has succeeded in giving to them much that is well worth while, even although they have been deprived of some of the experiences and memories that we all recognize as inexpressibly precious.

## “CONSIDER THE OYSTER!”

BY JOHN A. FERRALL

A MAN had smashed his thumb in a piece of machinery. Meeting him a day or so after, a friend began to sympathize.

“What a misfortune—” he began.

“Misfortune!” exclaimed the injured man. “Not at all. Best thing that ever happened to me. It’s taught me the value of that thumb. I’ve gone along for years using it every day for a hundred things, and I’ve never appreciated it. Do you know, I’ve counted 117 things since yesterday that I used that thumb for. Here, open that penknife for me. Thanks! That makes 118.”

Handicaps, unless we are weak enough to give way completely before them, force us into the additional activity necessary to strengthen us for the battles of life. Every obstacle surmounted means additional courage and strength of character. As someone has put it,

handicaps supply the friction necessary to strike the spark of success from the flint of life.

Why, even the humble oyster turns affliction to advantage. It is only when he is hurt that he sets about turning the intruding grain of sand into a pearl. Left to his own inclinations, the last thing he would think of would be the manufacture of pearls. It needs adversity to force him to do his best work. Breathes there a man with a soul so dead that he will admit that the oyster is his superior in turning adversity to advantage? Go to the oyster, thou afflicted one, study her ways—and do likewise!

“Consider the Oyster,” says Mary M. Flatley in a recent number of a popular magazine:

“The oyster is really a wonderful creature; He’s not half so slow as we think; Though only an atom in piscan creation, He’s quite a remarkable link.

When troubles annoy him  
And get 'neath his skin,  
Instead of complaining,  
He shuts them fast in.  
He takes each small worry and gives it a twirl,  
And lo, the result is a beautiful pearl!

Suppose that we all should adopt this procedure,  
Don't you think it might make things worth while?  
Instead of fault-finding, bemoaning and grumbling,  
Just greet each new care with a smile.  
When troubles engulf you  
And sorrows annoy,  
Consider the oyster,  
That jolly old boy,  
And out of each trial that Dame Fate flings down,  
You'll harvest a jewel to add to your crown!"

The intruding grain of sand has been more than prominent in the lives of many of the illustrious ones of history. Aesop, Epictetus, Homer, Milton, Pope, Heine, Keats, Elizabeth Barrett Browning, the Brontë sisters, Parkman, Prescott, Chopin, Beethoven, Kitto, Händel, Carlyle, Stevenson, Cavanagh, Samuel Johnson, Huber—all the way from Aaron to Zeno, in other words—battled against handicaps of one sort or other. How well and how successful they battled, the pages of history tell, but they do not tell, except indirectly, just how much of the success was achieved in spite of handicaps—and *how much because of them!*

And we need not limit ourselves to past ages for illustrations of this helping incentive of adversity. Every present day book of biography (and autobiography!), every modern "Who's Who," and even the distinguished Congressional Directory, teems with stories of those who have risen to success over almost insuperable obstacles.

For that matter, it would seem that the life of Huber alone would be sufficient to demonstrate, conclusively and forever, that no physical handicap which leaves the brain unimpaired need be considered a permanent bar to success in life. This man, born in Geneva in 1750, is the author of a book on bees that is still a classic in apiarian science. And yet he never saw the bees of whose lives he writes so interestingly and informingly. He was totally blind. But his unconquerable spirit permitted him to direct

the work of seeing assistants and to record and interpret their observations in a way that has placed him among the immortals.

We know, too, that Homer was blind. Yet he gave to the world contributions which have been the very foundation stones of literature. His "Iliad" and "Odyssey" have inspired thousands and will continue to inspire thousands. What a tribute it is to have influenced lives as opposite as those of Keats and Alexander the Great!

A critic has said of Milton: "I believe God wanted a great poem from that man, and so blinded him that he might be able to write it."

Henry Fawcett was blinded by an accident at the very threshold of a promising career. Think of the superb spirit that prompted him to say, in response to his father's expression of sympathy: "Never mind, Father, blindness shall not interfere with my success in life." And it did not. He became one of the foremost authorities on political and economic subjects, served in the House of Commons, and later made one of the best Postmaster Generals England ever had. You can appreciate how remarkable his career must have been, to arouse such enthusiasm in an Irishman like myself. Though, of course, Fawcett was most likely seven-eighths Irish—or more!

I have already called attention, as frequently as the Editor would permit, to the achievements of the conspicuous figures in our own Silent Land—Beethoven, Kitto, Edison, *et al.*

I harp upon this chord so continually because from my own experience and observation I am led to believe that there is a great deal of encouragement for us in the stories of others who have mastered difficulties as great or greater than our own. To tell one to cheer up, not to worry, and so on, is apt to be irritating rather than helpful. Nor do we relish being reminded constantly of the success of others, but the high points in the lives of those who have departed from our shores appear to have a deeper significance and produce a more definite and lasting impression. To make a man, it is said, the elements necessary are head, heart and backbone. When the backbone

shows a tendency to flexibility, I know of nothing so efficacious as a bit of the glue or cement of Vanity. No matter how much we may dislike to be reminded of the progress of others, the fact that they have succeeded makes us hesitate to acknowledge our own inability to survive under similar conditions. And so we often plunge along, urged by our pride, and so reach the firm ground almost before we realize it.

Benjamin Franklin, who certainly had his troubles, even though he seems to have been spared physical handicaps, declares that "to be thrown upon one's own resources is to be cast into the very lap of fortune." It certainly appears to have worked out satisfactorily in his case. I am startled when I think of what he might have accomplished had he been vouchsafed the additional spur of physical affliction—deafness, let us say!

A tourist visiting Spain in the later years of the life of Cervantes was shocked to find the author in rather poor circumstances financially. He protested vigorously against the injustice of this condition of affairs and insisted that the state should have taken upon itself early in his career the care of this great son, making sure that he was well provided for.

"Heaven forbid!" exclaimed a listener, one of Cervantes' own countrymen. "It has been his necessity that made Cervantes write. It is his poverty that has made the world rich."

In other words, it was the lack of the necessities of life that gave Cervantes the incentive, *and the experience*, which made his books possible.

There is, too, the old story of the man who inquired concerning the prospects of a certain rather promising young artist.

"Do you think," he asked the young man's instructor, "that X— will ever make a great artist?"

"Never," declared the instructor, positively. "He has an income of \$50,000 a year."

Of course, people in comfortable circumstances do succeed, do make useful contributions to the world, but they seem to be the exception rather than the rule. Probably very few successful people would have attained the heights they ultimately reached had it not been for the

prodding of adversity in one form or another. It would, perhaps, be rather disconcerting to find out how little really useful work would be done by any twelve average persons, say, suddenly given a million dollars each. Adversity, too, gives a savor to any succeeding prosperity and, by contrast, often makes us content with what is perhaps but a very poor imitation of prosperity. There's a bit of joy in the fighting, too.

"Bare an' dreary are me lands—faith; they  
seem a part o' me!  
Dark they are wi' heavy ore, leer they are  
o' men.  
Weary, weary are me hands, weary is the heart  
o' me,  
Yearnin' for the lean years I'll niver see  
again."

The quotation, of course, has no reference to me personally. It does not express my sentiment—less still, my experience. I suppose there are those who in the days of their prosperity yearn occasionally for the savor of the lean years—but I rather imagine it is occasionally only. At least, I should think it would be much easier to experience the savor of the lean years than to acquire the whatever-it-is of the prosperous years. For most of us the problem seems to be to *avoid* the lean years—we spend no time yearning for them for the simple reason that they are right there with us much of the time.

At that, I judge life gives us pretty much what we deserve. Those who demand justice, usually mean mercy. If they but knew it, they are in pretty much the same fix as a certain young Irishman, about to undergo trial for theft, who was being comforted by an influential friend.

"Don't worry, Mike," the latter urged. "I'll see that you get justice. Mark my words!"

"Sure, Mr. Cosgrove," said Mike, apprehensively, "that's just what I'm afraid of!"

After all, meeting an obstacle in the road does not necessarily mean that we can get no further—nor do we think of it in that way. We go over it or around it. The last idea we have is that of abandoning the trip. We have to consider physical handicaps in the same light. When the passage is blocked in one direction,

we simply make a detour. And one of the most encouraging thoughts I have met with, I found in a recent magazine article: "If you are a Christian," says the author, "you will not believe that God

sets you impossible tasks; if you are not, you will not believe that 'Nature' or anything else sets them for you."

And that sentence is all you need keep of this article!

## HAS DEAFNESS KEPT ME YOUNG?

BY MARY E. STEFFEY

I'M SURE I don't know. I can only state facts and reserve judgment. Personally, I think it has, but I am not one to try to stretch an affliction into a blessing.

It will be best first to prove my youth. Not being willing to state my age and send a likeness, I shall have to speak in parables. Besides, a camera could never photograph the youth of spirit that I have attained; something that prompts all youth to accept me as one of them. This in itself, helps to keep me young.

I am the mother of a boy past seventeen, and I was no child when he was born. (Use your paper and pencil if you choose). I've been accused of being almost everything but the staid old lady that I might be. I've often been suspected of being my silver-haired husband's second choice and consequently, step-mother to our oldest son. I'm exactly four years and sixteen days younger than my husband, and once some one took me for his daughter. Another time a friend of my son's thought he was out with his sweetheart when there was nobody by his side but his mother. Of course it may be true, as has been spitefully suggested, that these people did not look closely enough; but the fact remains that I am forever being taken for a girl.

When I married, I looked my years. I looked double my years eighteen months later when I lost my hearing, because I sank to the very bottom of the Slough of Despond, just as we all do, and suffered everything that any person ever suffered whose hearing was snatched away over night.

Early in my efforts at lip-reading I was foolish enough to attend church and attempt to read a sermon delivered by a "Jack-in-the-Box." I did not get one

word of the sermon, not even the text. It was discouraging; it was humiliating. Two sentences only, I had seen because I was expecting them. One was, "Let us pray" and the other "Let us sing."

The day following I sat in distress, resenting my deafness, distrusting my lip-reading. Those two sentences kept recurring to my mind in a sing-song manner; "Let us pray. . . . Let us sing." Over and over, they came. There was no distraction of sound to drive them away.

From sheer need of action, I began to pace the floor. Going from room to room, I passed the cup-board, where plenty of food was stored, and inspected the closet where raiment hung in a row, and looked into the cradle, where a beautiful baby slept, and came at last to the piano, soundless and dead! Music for me must be forever over. My hands fell upon the keys that only vibrated to my touch. "Let us sing" said the inner consciousness. Well, why not? If a spirit can speak as clearly as that, it can sing too.

Turning my back to the piano, I began to sing. I started out with "Count your Blessings" and sang right through for one hour and twenty minutes, finishing up with "A Hot Time in the old Town, Tonight." When I had exhausted the list, I felt better; when I looked into a mirror, I looked better. Right there and then I passed a resolution, and I have been singing ever since.

All those who are totally deaf, as I am, know that I was not really singing. If I raise my voice to communicate with some one in the back of the house, it creaks like a barn door on rusty hinges. Once a doctor said that all my troubles were caused by rheumatism. He was surprised that I was not crippled in my joints

and crooked in my legs at the age of twenty-two. "Doctor," I said to him, "I never had rheumatism in my life. The only earthly thing about me now that suffers with rheumatism is my voice."

So, as I said, I was not really singing. I was not even moving my lips, but my spirit was singing at the top of its voice. It had the same effect, my eyes grew glad and my lips smiled and above all, those songs crowded out despair. I have found that they will always do it; that I need not even have a tune, but must have rhythm. Now, I am seldom blue and never lonely because I can mentally sing.

Favorite quotations from the poets are often running, hopping or skipping through my head. I sweep to the rhythm of them; dust to the lilt of them and my pots and pans clatter to the music of them. My neighbors excuse me for being a noisy dish-washer on account of my deafness; but what care I—for—

The night shall be filled with music  
And the cares that infest the day  
Fold their tents like the Arabs  
And silently steal away. . . .

and leave me young and far happier than many a more fortunate woman.

At times, I forget my work while remembering my music, and burn the beans or frazzle an egg around the edge while frying, because, I am "building more stately mansions, O my Soul. . . ." but almost any hen will lay an egg a day in season, so what is an egg more or less "as the swift seasons roll."

When I first began this practice, any of my family entering suddenly would ask what the matter was. It was not well understood why I should be so happy about scraping the burnt beans from the dinner pot or scouring the stains from the sink. But now they are used to the smile that one of my friends terms a glad smile.

Resulting, I have music. It is all inside of my head, that no one else may hear; but not the harshest sounds in life can drown my music. By appropriating all the image of sound and the beauties of the language, I have attained rhythm for my soul and expression for my face. By stocking my mind with these imaged beauties I have pressed out gloom and retained my youth.

Unconsciously, I put my head away up among the stars and let the rest of the

world go by. I suppose it was because my head was off the earth, that Father Time forgot me and the years marked me lightly. Some may doubt my logic; sometimes I doubt it myself; but to bolster the weak places, let's recall the instance cited by Mrs. Eddy in *Science and Health* of the woman who lost her mind at the age of twenty and sat continually expecting the return of her lover. Persons seeing her at the age of seventy thought her a girl of twenty. Thoughts of her love had kept her young.

It was Emerson, I believe, who said that thoughts rule the world. Others have said that thoughts are creators. All know that thoughts will mar or beautify any human face. So, when I was filling the vacant spaces in my mind with music, the best I could remember and the best I could compose, I was lending expression to my face and youth to my spirit.

The music I have composed! It is all locked inside my head and I can't get it on paper. Such wonderful marches and two-steps and waltzes and all. I can go on the floor and dance myself breathless. Hear the music? Certainly not! What do I need of the music? I merely catch the step of my partner and order my own music from a brass band, string orchestra, player piano; anything I want is mine for the calling.

After all, I have almost attained sound. With my eyes I have understanding of speech, and with my imagination I have music, and of what use is sound but to gain understanding and music? With it all, I have youth. My face is younger than my years and my spirit is younger than my face. To the very next person who asks me where I found the fountain of youth I shall answer, "While searching for music deep down in my own imagination."

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DR. W. N. BURT

Word has just been received of the death of Dr. W. N. Burt, Superintendent of the Western Pennsylvania Institution for the Deaf. Dr. Burt died of pneumonia, on October 17, having been in poor health for several years. He was one of the oldest superintendents of schools for the deaf in this country, and will be greatly missed throughout the profession. Mr. A. Clarence Manning, who has been connected with the school for several years, has been appointed to succeed him.

## NOW FOR A SAIL: ON WHICH SHIP SHALL WE TAKE PASSAGE?

*.1 Practice Class Idea*

BY EMMA M. BOLLING

- |   |   |
|---|---|
| 1. What ship starts us off?<br>Apprentice-ship.                           | 19. What ship is watching for dead<br>men's shoes?<br>Heir-ship.                |
| 2. What ship carries supplies to the<br>library?<br>Author-ship.          | 20. What ship never reaches the har-<br>bor of "easy street?"<br>Hard-ship.     |
| 3. What ship extends the "glad<br>hand?"<br>Comrade-ship.                 | 21. What ship is manned by lawyers?<br>Judge-ship.                              |
| 4. What ship carries none but win-<br>ners?<br>Champion-ship.             | 22. On what ship would we find<br>members of one family only?<br>Kin-ship.      |
| 5. What ship is busy gathering them<br>in?<br>Collector-ship.             | 23. To what ship would we give a<br>royal salute?<br>King-ship.                 |
| 6. What ship carries a cozy-crew?<br>Companion-ship.                      | 24. What ship never plays "second<br>fiddle?"<br>Leader-ship.                   |
| 7. What ship inspires judicial ambi-<br>tion?<br>Chancellor-ship.         | 25. What ship aims straight for the<br>goal?<br>Marksman-ship.                  |
| 8. On what ship do leading officers<br>embark?<br>Chairman-ship.          | 26. What ship invites us to join the<br>band?<br>Member-ship.                   |
| 9. What ship greets us with a smile?<br>Acquaintance-ship.                | 27. What ship would not carry a<br>debtor?<br>Owner-ship.                       |
| 10. What ship floats the signal "I<br>forbid?"<br>Censor-ship.            | 28. By what ship may we register<br>our thoughts?<br>Penman-ship.               |
| 11. On what ship do "love-doveys"<br>sail?<br>Court-ship.                 | 29. What ship never "goes it alone?"<br>Partner-ship.                           |
| 12. What ship keeps tab on your ac-<br>counts?<br>Clerk-ship.             | 30. What ship should be chartered by<br>a college?<br>Professor-ship.           |
| 13. What ship is manned only by<br>commanding officers?<br>Dictator-ship. | 31. What ship might declare, "I'm<br>lord of all I survey?"<br>Proprietor-ship. |
| 14. What ship has pressmen at the<br>helm?<br>Editor-ship.                | 32. What ship heads us for the Hap-<br>py Land?<br>Rector-ship.                 |
| 15. What ship carries a heart-to-heart<br>crew?<br>Friend-ship.           | 33. What ship loads up with business<br>failures?<br>Receiver-ship.             |
| 16. What ship gives us a get-to-<br>gether feeling?<br>Fellow-ship.       | 34. On what ship should affinities<br>sail?<br>Relation-ship.                   |
| 17. On what ship would care-takers<br>sail?<br>Guardian-ship.             | 35. What ship is steered by orators?<br>Speaker-ship.                           |
| 18. What ship carries an army<br>through action?<br>General-ship.         | 36. What ship is manned by govern-<br>ment officers?<br>Statesman-ship.         |



37. On what ship should responsibility embark?  
Steward-ship.
38. What ship should be manned by students?  
Scholar-ship.
39. What ship is the favorite with merchants?  
Salesman-ship.
40. What ship do we most adore?  
Wor-ship.
41. What ship is interested in manual training?  
Workman-ship.

#### A PYRAMID ON ITS APEX

In very many schools for the deaf the number of pupils in charge of one teacher is greatest in the beginning classes and grows less as the grades are more advanced. This is just as sensible a proceeding as trying to firmly establish a pyramid on its apex.

The amount of individual and continuous attention needed by each pupil is greatest in the case of the little beginners and least in the high school grades. One teacher can efficiently teach ten deaf pupils in the advanced subjects, but cannot do what is required for ten active, wriggling, twisting playful youngsters of six or seven who can neither hear nor speak. Six should be the greatest number of beginners entrusted to one teacher, better if it were only four or five, but not so good if reduced to one or two.

In every school, however, whether for deaf children or hearing, there will be fewer pupils in the upper grades than in the lower. This is a natural result and must be accepted, but need not compel us to balance the pyramid on its apex, nor prevent us from setting it firmly on its base.

As soon as a beginning is made in the study of books, or of written lessons prepared by the teacher, and desk work becomes possible for the pupils during periods of half an hour, a single teacher

can perfectly well assume charge of two adjacent grades in groups of five each, making the number in the room ten, but the number receiving the principal attention at the moment only five. There are usually certain exercises that the two grades need in common and for a period or two during the day they may be combined if it is so desired.

Supposing, then, the school to consist of eight grades with eight teachers, the four upper grades can be "bunched" in this way in pairs under two teachers, and the first two grades, at least, can be "halved" the reduced sections being placed in charge of the two teachers saved from the upper grades. Thus we could have two teachers for the four upper grades, two for the two intermediate grades and four for the two lowest grades.

Try this for four years and see how much more satisfactory the final results will be.

I have preached this at every opportunity for thirty years, as many people know, and have seen it adopted in some cases. When in Buenos Aires in April 1921, I was interested and pleased to find this procedure used in the excellent school for deaf girls in that city. I was also delighted to find there another of my special hobbies being actively pushed. Greater attention is being paid there than I have met in any other school in the world, except my own, to *teaching a hearing vocabulary* to many of the pupils who possess a small degree of sound perception, though not enough to enable them to acquire an understanding of spoken language in the ordinary way. Not only are these children taught to use this imperfect faculty in the regular school hours, but each afternoon twenty of them receive special individual instruction in this, and the results are most valuable.

If our own public schools for the deaf would do as well by their pupils in these two respects, namely doubling up on the advanced grades and halving in the classes for beginners, and the teaching of hearing vocabularies, as is done in this school for deaf girls in Buenos Aires, their efficiency would be considerably increased.

JOHN D. WRIGHT.

## ON BOTH SIDES

Concerning the question of the deafened and their hearing friends, as Sir Roger de Coverly remarked years ago—"there is much to be said on both sides," and though it may make me less popular with my hearing friends, were that possible, I should like to say that our hearing friends make as many, if not more, social blunders in their dealings with us as we do in ours with them, as—

I have the library habit—in fact I find there is no place where I can enjoy myself so much as during a quiet afternoon spent there. So on this particular afternoon, I had arrayed myself in a comfortable, if rather a colorful shade of rose, dress, and sailed up to the desk in quest of numerous periodicals, when whom should I see sitting behind the desk, but the ex-superintendent of the school I attended in childhood. Now he is principal of the state school for the deaf. I spoke very cordially, as is my custom, and then started off to hunt the real librarian, when he came up and shouted in the ear I'm not supposed to hear thunder out of, at the very top of his voice, "Why, Elizabeth, you're getting pretty!"

I was ready to make a sarcastic retort, when I bethought myself, "He's merely trying to be kind," and so I smiled and sweetly remarked that I hoped his school was progressing finely. Now, of course it is all right, I suppose, to be told you are *getting pretty*, but the fact is I'm not. I've always been an ugly duckling, without even the hope of turning into the proverbial swan, though of course my ugliness is of the attractive sort, to myself anyhow! It did seem to me he needn't have shouted, in my supposedly deafened ear at that, without even trying me out on lip-reading, which feat I accomplished later as he was talking to the librarian, though he had most difficult lips.

Then a short while ago, I went to the theatre with a newly acquired brother-in-law. Almost directly opposite us sat the "village gossip." On seeing me, she proceeded to give her escort our family history. He looked rather embarrassed at this public recital of neighbors' affairs, and tried to discourage her by telling her

I was looking at them. (I was shamelessly "eavesdropping"). "Oh," she reassured him, "she couldn't possibly hear us. Now if it were her sister (meaning me) she reads lips, but Elinor hears." Now, the funny thing is that my sister and I look about as much alike as day and night, and as the gossip was wearing huge tortoise shells, she should have been able to distinguish us.

Then one more, and this caps the climax! I was walking along when I saw a car stop, and the driver, a former music teacher of mine, called, "Going west?" She didn't mean to suggest my demise, "west" being the direction in which we both lived. For answer, I climbed up beside her. After the usual exchange of flattery, she asked, "How are you progressing with your violin?"

"Oh," said I, "I never play."

"But why?" Though we live in a small town, it seems the populace will never credit me with deafness. They call it snobbishness and indifference!

I have evaded the question with, "Because my ear isn't very good for music"—"nor anything else," I might truthfully have added. However, shortly after I became deafened, a little over three years ago (though it seems more like thirty, as I am not constitutionally adapted for deafness), I made a resolution, about the only one I've ever kept, never to blame any short-comings or failures on deafness. It need never cause them, unless we ourselves are to blame, and deafness would prove an alibi most persons would accept as a perfect one, for it has been my observation that most people are prone to suspect deafened persons of a general lack of ability or efficiency, anyway.

But to go back to the story.

"But really you have talent," my teacher persisted. "I think you have an unusually keen appreciation for all music."

"Well," I finally admitted—driven to it—"you see my hearing is sort of off and on—mostly off."

Then she rose to the occasion with a masterpiece, "But, my dear child, don't give it up. Lots of blind people play beautifully."

ELIZABETH STURDIVANT.

## WHAT THE RED CROSS IS DOING

People do not generally seem to realize that the armistice set a definite limit to the activities of the American Red Cross. Yet the Red Cross work is still continuing, and in a wider field than those who know of only its war activities are likely to suspect. Not only is it completing its war obligations, many of which are still unfulfilled, but it is continuing its First Aid, Disaster Relief and Public Health Nursing work, and expanding them to cover an ever increasing field.

But the highest and greatest obligation that the nation and the American Red Cross face today is the problem of the disabled service man. The number of these men is increasing continually as hitherto hidden disabilities assert themselves and an average of a thousand men a month are reporting for hospital treatment. Many thousands more are scattered throughout the country, and the task which faces the Red Cross is to seek out these men in their homes, advise them of the aid that the Government desires to give them, and in every way assist them in obtaining that aid. There were 26,300 ex-service men in hospitals on June 27, 1921. There are 2,397 Red Cross chapters which maintain a service for the war veterans, and during the past year 1,508,640 men were given help. Headquarters handled 148,032 allotment, compensation and insurance claims, and delivered 63,655 allotment checks to men who had moved from addresses furnished to the War Risk Insurance Bureau. There are 418 Red Cross workers in government hospitals where the disabled soldiers are under care. And last year the Red Cross loaned \$450,000 to 32,495 men under the Federal Board for Vocational Training.

Last year the American Red Cross spent in service to our disabled ex-service men alone \$10,000,000, and this is \$4,000,000 more than the aggregate receipts from the year's dollar membership dues. Obviously if the work is to be continued and expanded to meet the need that exists, the membership must be greatly increased this year. The Fifth Annual Roll Call will be held November 11-24, and the Red Cross asks that all those who desire to see the work continued, who believe in the ideal of Service for which the Red Cross has always stood, in peace as well as in war, will pay the dollar membership dues and become members of the organization.

## AN ENTERPRISE WORTH HELPING

*The Volta Review:*

Miss Sarah Fuller, formerly principal of the Horace Mann School for the Deaf, Boston, is still the inspiration of her "boys of other days," as she calls them, and a wish expressed by her that her "dear boys" might be "in business for themselves" inspired some of the members of the Horace Mann Benevolent Association to make an attempt. In April, 1920, a group of deaf boys started a small business for the manufacture of candy at 1074 Tremont Street, Boston, calling themselves the Oestrum Con-

fectionery Company, "Oestrum" meaning "an urgent desire."

They commenced by manufacturing molasses candy, then added cocoanut and peanut bars, etc., making a fair profit by selling it to their friends and to small stores, thus enabling them to come in contact with hearing people and giving them some experience in selling.

In May, 1921, the Union News Company of New York gave them their first real chance to expand—an order for 10 cases (50 cartons to a case), but the warm weather put a stop to the manufacture of candy without a cooler, which as yet they have been unable to purchase, and the order was carried over to the fall. If this first order proves satisfactory (and any one who has tasted their candy will not question it), the Union News Company has agreed to order large lots for Philadelphia, Buffalo, St. Louis, and other western cities.

The members of the firm have day positions, but are working nights and Saturdays, without remuneration, at the factory, until it is on such a financial basis that they can afford to give it their entire time.

The money to finance the venture was provided by the deaf boys themselves, each furnishing \$100. They are absolutely free from debt to date, but at the present time are about at the end of their resources, \$500 of their small capital being tied up by the closing of the Tremont Trust Company.

They need \$1,000 to carry them over the present crisis and give them a fighting chance for permanent success, and it is earnestly hoped that friends of the deaf who know the terrible handicap of this affliction, will help to the extent of \$10 or more to keep this well started business from going under. Their looks are open for inspection.

The boys do not ask for, nor expect, this money to come as a gift. They intend to repay it and will repay it if the business proves to be a success, in which case the money now subscribed to the Oestrum Fund will be returned to each individual.

Their candy is delicious, clean, and manufactured under sanitary conditions, and an earnest appeal is made for help to continue the undertaking and give these deaf boys a permanent livelihood, and to provide, as the business grows, an opening for other boys and girls thus afflicted.

Checks sent to the Oestrum Fund, Robert H. Hollowell, Treasurer, Commonwealth Trust Company, Boston, will be gratefully acknowledged.

LOUISE WINSOR BROOKS,  
SARAH FULLER,  
ROBERT H. HALLOWELL.

## BACK NUMBERS NOT NEEDED

No back numbers of THE VOLTA REVIEW are needed just now at the office. Do not throw away your old copies, however. The Volta Bureau will probably need them before many months have elapsed, and they will then be worth 20c a copy.

## CHANGE AT THE TENNESSEE SCHOOL

Mrs. H. T. Poore, of Knoxville, has been appointed Superintendent of the Tennessee School for the Deaf, to succeed Mr. H. E. Walker, who was forced to resign because of illness.

Mrs. Poore has long been familiar with educational work for the deaf, having two deaf sisters, one of whom is a teacher at the Tennessee School.

The Tennessee legislature recently authorized the sale of the present buildings and grounds of the school, and plans are being made for the purchase of a more desirable site.

## SIMPLE STUDIES IN ASTRONOMY

The simplified course in Astronomy, prepared by Superintendent J. C. Harris, of the Georgia School for the Deaf, and recently published in *THE VOLTA REVIEW*, is making a strong appeal in many schools. The lessons may be had in pamphlet form at the nominal price of 10 cents each, from the Volta Bureau. A number of sets have already been ordered since the opening of the schools, but further orders will still be supplied.

## THE LINCOLN DAY SCHOOL

The Lincoln, Nebraska, Day School has just been opened by the Board of Education of the city, using one of the rooms in the new Prescott School Building.

The School is in charge of Mrs. Anna Mabel Devore. The method of instruction is strictly oral, the work includes the development of the senses of touch and sight, lip-reading and speech.

Pupils who are hard of hearing, but attending regular public school classes, come each day for special instruction in lip-reading and articulation.

## CHANGE AT KENDALL SCHOOL

Mr. A. L. Roberts, Principal of the Kendall School, Washington, D. C., has resigned to accept a position in the office of THE FRAT. Miss Ida Gaarder, for several years a member of the Kendall School faculty, has been elected to fill the vacancy. Miss Gaarder is a graduate of George Washington University and of the Normal Department of Gallaudet College.

## ORAL SCHOOL, CINCINNATI, OHIO

Miss Carrie Steelman, who taught the class of hearing children with defective speech last year, has been transferred to the third year class of deaf children. The department for hearing children has been enlarged, and Miss Mary Lawler, an experienced teacher and psychologist, placed in charge. She cooperates with the Vocation Bureau and Psychopathic Clinic of the city.

Miss Betty Bowles, sister of the late William A. Bowles and former supervisor of speech in the West Virginia School, has a class in the Primary Department.

VIRGINIA A. OSBORN, *Principal*.

## THE CLEVELAND CLUB

Rapid strides are being made by the Lip-Readers' Club of Cleveland. The organization is on the verge of securing a home of its own, and is receiving recognition and support from local authorities.

The Cleveland *Plain Dealer* recently published an inspiring account of the club's progress, with a photograph of its president, Miss Louise Howell.

## THE SCHOOL IN THE "LAND OF THE SKY"

I have just spent a day and night, in a most delightful way, in Miss Lucy McCaughrin's House Beautiful for the Hard of Hearing in Asheville, N. C. She has taken a perfectly lovely home, overlooking mountains and valleys and wonderful forests, ten minutes ride out of Asheville. Her sister keeps house for her, with the aid of a good darkey cook, and she offers some rooms to the hard of hearing who want to take speech-reading lessons from her or who care to have a lovely, restful environment. Her lips are very, very easy to read, and she is one of the best teachers I have known. I should like to spend a month in her home!

IDA H. WILSON, Lexington, Mo.

## THE PACIFIC COAST SCHOOL OF LIP-READING

A successful surprise was planned and carried out a few weeks ago by the pupils of the Pacific Coast School of Lip-Reading, for their beloved teacher, Miss Anderson, Principal of the school.

As Miss Anderson was concluding the program of the morning practise class with the usual "joke," the pupils arose and announced that the joke was on her, and that it was a surprise. All the pupils had brought well-filled lunch baskets and thermos bottles, and after lunch a program of toasts, stories, jokes and games was enjoyed.

Miss Anderson has, by her tact and helpfulness, endeared herself to all her pupils, and they wanted her to know the depth of their appreciation.

EMMA A. KASS.

## NEW SCHOOL OF LIP-READING

Mr. F. W. Abernathy, a recent normal graduate of the Nitchie School, New York, has opened the Dallas-Fort Worth (Texas) School of Lip-Reading.

## A PRIZE CONTEST

Much interest is expressed in the contest planned by Mr. Wilfrid Perrett, of London, for the best specimen of his new phonetic writing, *Peetickay*. Any one with a well grounded knowledge of phonetics can learn the symbols very quickly, and it is hoped that many teachers of the deaf will compete for the prizes offered (see advertising columns).

Copies of Mr. Perrett's book, *Peetickay*, containing a careful explanation of the meaning and use of the symbols, may be obtained at the Volta Bureau for \$1.50 each.

## FOR CRIPPLED CHILDREN

A free copy of the Hospital School Journal, the only educational journal devoted to the interests of the crippled child, will be sent to any parent or teacher interested in the education and care of a crippled child. Address: Hospital School Journal, P. O. Box 211, Farmington, Mich.

## EMPLOYMENT

The following are the ninth and tenth Occupational Studies to appear in the *Bulletin Board*. Occupations and professions studied are those that offer opportunities to the hard of hearing, and are being successfully followed.

In presenting these Studies, it is not the intention to convey the idea that any hard of hearing person may qualify in any of the occupations outlined, because another hard of hearing person has. Degree of deafness, lip-reading ability, previous experience, etc., are determining factors to be considered by the vocational adviser, or the person making his own selections.

## ADDRESSING MACHINE OPERATOR

**Description:** The addressing machine is used by addressing and letter service companies in addressing envelopes, lists, cards, records and circulars. The addressing machine operator is taught to run a machine which automatically addresses. The mechanics, operation and various adjustments of the machine, and skill and speed in its operation are taught.

**Qualifications:** Manipulative skill. A knowledge of filing and typewriting is valuable.

**Schooling:** Common school education. Addressing or graphotype machine operating may be learned in the commercial department of a few business colleges, but it is more generally taught by firms manufacturing or selling the machines. A few addressing concerns teach their typists to operate machines. Length of time to become a rapid operator depends upon manipulative skill and practice—usually six to eight weeks.

**Remuneration and Demand:** Addressing and graphotype operators are in demand in the larger cities, and it is reported that the demand is increasing. Salaries range from \$15 to \$25 a week. Some firms employ on a piece work basis.

## PRESS CLIPPING

**Description:** A Press Clipping Service or Bureau assembles, upon order, articles from newspapers and journals on special subjects of interest to business firms, institutions or individuals. Newspapers and journals are arranged according to states and subjects classified. Readers are taught discernment, selection and classification of topical information, and how to read for ready discovery, also something of the character of different types of journals, and merit of articles.

**Qualifications:** Mental alertness, discernment, concentration, speed and accuracy, are qualifications which make for efficiency. Good eyesight and power of concentration essential.

**Schooling:** Common school education necessary. A good intellect, literary bent and a broad education make for expertness.

**Remuneration and Demand:** There is a constantly increasing demand for press clipping service. Press clipping is a technical occupation, and the details are taught by the Service or Bureau, taking from two to six weeks. Methods are similar in all Bureaus. It is contemplated that a special course of training will shortly be given in schools and colleges, leading to managers and readers positions in press clipping bureaus, libraries, and business firms. Rapid, accurate readers are always in demand, and salaries range from \$18 to \$45 a week, according to experience and position.

—The Bulletin Board.

EXTRACTS FROM A LETTER FROM  
MISS SUSANNA E. HULL, OF  
ENGLAND

"The more I read Miss Andrew's *Diary of a Deaf Child's Mother*, the more I am delighted with it; and to know how the Speech System has grown both here and with you—and that it has now been extended so much more to infant children, thus laying the one and only foundation in *Speech-Reading* which I feel must result in such still wider and higher benefits to the deaf in the near future. God bless and prosper all who are promoting this."

## "DEAFNESS CURES"

The Volta Bureau has just received from the Propaganda Department of the American Medical Association a new edition of *Deafness Cures*. This valuable little pamphlet exposes many "fake" cures for deafness which are widely advertised, and points out the error of allowing any unskilled person to tamper with the hearing. The publication of this pamphlet constitutes a commendable effort on the part of the American Medical Association to protect the hard of hearing from being imposed upon by unscrupulous quacks. It should be in the hands of every deafened person.

Copies may be obtained from the Volta Bureau at 15c each.

## FREE, AS LONG AS THEY LAST

Through the generosity of a member of the Association, THE VOLTA REVIEW is enabled to offer to its friends several hundred copies of Shakespeare's Historical Plays. These plays constitute Vol. 1 of *The Reader's Shakespeare*, especially condensed, connected and emphasized for clear reading, by David Charles Bell.

They are clothbound and well printed.

A copy will be given, as long as they last, to each subscriber who sends in two or more new subscriptions for THE VOLTA REVIEW.

# THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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## A SPECIAL EDITORIAL FOR TEACHERS OF DEAF CHILDREN

NOT long ago the VOLTA REVIEW received, from a teacher of the deaf, an article so exactly in accord with the ideas of the editor that it was joyously received and assigned a place in an early issue. We are presenting it as the leading article in this number, and we earnestly hope that every teacher will read it and think about it.

It is, as the author states, within the power of the teachers in this country to make the VOLTA REVIEW a magazine that will contain, every month, so many practical schoolroom suggestions that no teacher who wishes to do her best with her class will feel that she can afford to miss a single issue. It is safe to say that there is no teacher of three or more years' experience who has not met and conquered some difficulty by an account of which others could profit, and no teacher should be hesitant about offering suggestions which she feels would be useful.

The editor has been greatly encouraged recently by the splendid coöperation given by the heads of several of the largest and best-known schools of the country. In accordance with their idea that every oral teacher of the deaf should be a member of the American Association to Promote the Teaching of Speech to the Deaf, they are making a special effort to secure 100% memberships from their faculties. Two superintendents have already been successful. Dr. Harris Taylor, of the Lexington Avenue School, New York, has sent in a complete list of his teachers, and Mr. Alvin E. Pope, of the New Jersey School, Trenton, has gone a step farther and included not only all the teachers, but also the supervisors and nurse! Others expect soon to have their lists complete.

A symposium on *Language Development in Intermediate Grades*, is being planned for an early number of the VOLTA REVIEW. Some of the most prominent schools in the United States are to take part in this discussion, and other symposia will follow. The editor would be glad to receive from any teacher a list of subjects which she would like to see discussed, and any expression of interest will be welcomed.

## APROPOS OF THE VOLTA REVIEW

BY CAROLINE ELLIS

NOT long ago I was asked by a fellow teacher, "Just what do you think of the VOLTA REVIEW, and of its value to the teacher of deaf children?" My answer came readily enough, because in my estimation (and, I think, a number of people much wiser than I agree with me) the VOLTA REVIEW is an invaluable magazine to the teacher of deaf children. It contains, again and again, articles by people of long experience and wide reputation, which are of great assistance to teachers in their work and keep them abreast of the progress that is being made by schools, far and near.

My friend admitted all of this to be true, but still did not seem satisfied. I went on to say, "Besides the scholarly papers written by the 'Who's Who' of our profession, there appear from time to time short articles sent in by the Lesser Lights, 'even as you and I'!" (Here I hastened to add that in referring to her, and to myself as Lesser Lights I intended no depreciation of our position. We were just plain, ordinary, everyday teachers, trying day by day to do the best work we could with our respective classes. Neither of us had ever been indicted for a wonderful feat, and it was very doubtful that we would be! But, when you stop to think, aren't the schools filled with ordinary teachers? By ordinary teacher, I mean the person who is staunch, loyal, and faithful; who, with the love of her class in her heart, strives to do the best that she can—whether or not she is the proud possessor of a college degree.)

"Well," replied my friend, "the teacher who is earnest and interested can't afford to stand still. If you want to be a *good* teacher, you must get new ideas and new plans for working out the old ideas."

"It goes without saying," I ventured, "that all teachers *want* to be good ones. And we do the best we can to improve our work."

"How, especially?" she asked.

"Well," I replied, "off hand, I should say by taking special courses; by visiting other schools; by going to teachers' meet-

ings and by subscribing for a good 'trade' magazine."

"But we can't all take special courses," answered my friend, "and we can't often leave our own work long enough to visit other schools."

"My first two arguments are squelched!" I laughed. "How about the teachers' meetings? At least we can all go to them, and nowadays they're so much more interesting than they used to be, don't you think so?"

"Indeed I do," she said, "perhaps it is because the programs are planned so much better. At any rate, I've heard some perfectly fine papers read at different meetings, papers that are of real help in schoolroom work, and that's what we need."

"Wouldn't it be fine if we could read the best papers from the different schools?" I asked. "I wish the VOLTA REVIEW would print them."

"I suppose you meant the VOLTA REVIEW when you mentioned subscribing to a good 'trade' magazine," said my friend. "Well, it's certainly possible for every teacher to take it. But—this brings me back to the first thing I said. *Is* the VOLTA REVIEW of practical value to the teacher? You never really answered my question."

"I did!" I indignantly replied, "a long time ago. If you still don't think the magazine is practical enough, what would you suggest to make it more so?"

"As far as I'm concerned," my friend replied, "I should like to see more articles written by teachers, describing what they've accomplished, or have seen accomplished, and telling *HOW* it was done; in fact, any material that would be of help in the schoolroom."

"I don't know but what you're right!" I remarked. "By the way, how many years have you taught?"

"That," replied my friend, "is entirely personal, and not at all to the point. What in the world do you want to know that for, anyhow?"

"Not to find out how long you have been voting, my dear," I said sweetly.

"I was just wondering, apropos of our conversation, if you'd ever written an article for the *VOLTA REVIEW*?"

"Goodness gracious, *NO!*" she exclaimed. "Why, I've always known I couldn't do that."

"I've always felt that way about it, too," I replied. "And it has just occurred to me that everybody else probably feels the same way. No doubt this is the reason there aren't more articles written by teachers."

"Exactly," answered my friend, "and on second thought, I believe that is just where we are wrong. If you, and I, and other teachers are not getting as much out of our 'trade' magazine as we feel that we should, it's partly our own fault, and we ought to do our share."

"But what could we do?" I queried, "What could the average teacher tell that would help other teachers?"

"Lots of things," was the quick response. "Have you ever picked up ideas from other teachers?"

"Have I ever?" I repeated. "Why, I suppose all I know about teaching I've learned from the success—or failure—of others."

That's just exactly what I'm driving at," she replied. "If you've learned from the few teachers with whom you've come

in contact, think how *many* teachers there are who will never meet each other, and who have had all sorts of experiences which would help the rest of us."

"Oh, yes," I answered. "I see now what you meant when you said that the average teacher could write things that would be valuable, and then—if they were published in the *VOLTA REVIEW*—just think how *much* they would mean to us all in a real practical way."

"At last," said my friend (in such a relieved tone of voice) "you have the idea!" And she added as she got close to the door, "If I were you I shouldn't bother to tell people that my ancestors were English. It isn't necessary."

This parting shot brought no response from me at all, for I was thinking over our conversation and wondering if my friend were right in saying that the *VOLTA REVIEW* would really help the teachers more if they, in turn, would offer suggestions and ideas to it. So I decided to write to the Editor, telling him what we two teachers thought, and I do hope he won't think that we are presumptuous, for we don't mean to be. It is just because we are thoroughly interested in the magazine and in our classes, and want to get the best results we can, in every way that we can, that we dare to make these suggestions.

## THE ART OF USING CRUTCHES

BY MILDRED KENNEDY

THE other morning, stretched out in a comfortable arm-chair, near an open window o'erlooking the sea, I was reading. The day was hot, but the breeze that came in was freighted with ozone and cool, refreshing sea odors.

I had spent several days visiting in a charming home, where an atmosphere of refinement and kindness prevailed. My hostess was a coworker with me in my vital interest in behalf of the deafened; herself deafened, a speech-reader, and a dear, courageous woman, meeting her handicap with patient courage and forbearance. My host, a delightful and interesting man whose conversation was most worth listening to, of the type that makes one eager to respond readily.

For this reason I was wearing my instrument, for we were all three sitting together in the homelike living room. My hostess was busily writing at her desk, my host working over a camera, for we had just come in from picture-taking—glimpses of a fascinating old-fashioned garden—and I was leisurely reading.

My instrument tuned to working pitch, the receiver held in place by means of the metal head-band and the transmitter lying idly in my lap, was ready to vibrate to any passing sound, but most particularly to aid me in a readier response to my hospitable host, who spoke to me now and then in a friendly, social way, dropping some casual remark about the



camera, or picture-taking, in which we shared a common interest. For sometime there had been silence—life held for me the usual pall of stillness and I read along, turning the pages of my book in happy contentment, quite forgetful of the instrument that lay on my lap ready to render its faithful service in any moment of need.

Suddenly a soft metallic clanging "boom" broke upon the silence, then another and another. They kept on and on. I closed my eyes in delight, listening, counting the soft "booms." The old hall clock standing on the stairs was striking the hour, ten o'clock. A most trivial matter this may seem! Yet to me it brought an experience of sheer delight—a quality of delight that it is difficult to express in mere words. I don't know how long it is since I have heard a clock strike: I have been trying to estimate how many years while writing this little sketch—but now I think shall let the query drop—a thing of little importance!

There is a point I wish to bring out, and in order to give it expression I have taken my note book and pencil in hand, for I would write my thoughts.

We who are deafened have ever before us the interesting problem of readjustment.

Life is a precious gift, the art of living a blessed privilege.

We have every right to desire to make the most of our privilege. We have every reason to make the most of our privilege: to get all we can out of life, in order to be the better fitted to contribute all we can toward it. There are two great man-made crutches standing ready to serve us. Most of us can learn to use them both—can learn to use them with a degree of grace and poise that makes the use of either one a veritable work of art. The first of these is speech-reading. This is the first aid we who are deafened should seek the moment we realize our hearing has become subnormal to the degree of causing either ourselves or others annoyance.

When there is hearing enough still remaining to enable eye and ear to supplement one another, it is quite obvious that the two working together must benefit the student. Too much emphasis cannot

be placed on this. So often we hear the remark:

"Yes, I am a little deaf, but not deaf enough to study speech-reading."

No such person exists. Speech-reading is a mental, moral and spiritual need for any one afflicted with deafness. There are persons, there are circumstances, there are conditions that make the art of speech-reading an absolute impossibility; it is foolish for us to close our eyes to this fact, it is foolish to deny it or ignore it with obstinacy. But why overlook the other crutch, those blessed hearing devices made for our comfort and use? They are truly blessings, blessings we should not despise!

Did you ever see a horse being "broken" to the use of a saddle and bridle? Did you ever see a horse, who, never having felt the bondage and weight of saddle and bridle, would stand still in patient, nerveless submission while these were being attached to him, and then jog indifferently on his way, as if nothing out of the ordinary had happened? We deafened ones, learning to use the hearing devices, particularly the wonderful, powerful electric aids, are much like the horse. We must be broken in! Or, more correctly, we must break ourselves in, and this process requires patience, perseverance, self-control, determination that in themselves bespeak strength of character and unselfishness.

We must make an intelligent study of the art, the art of using hearing aids. Does it seem a bit incongruous to speak of anything so mundane as an art? To my mind it is an art that I admire in a very great degree—the graceful, poised, modest, self-reliant, thoughtful-of-others use of a hearing aid.

Little by little we may accustom ourselves to the use of this new toy. Why not make a toy out of it—even if we know it is destined to become a necessity? He who can keep thro' the span of advancing years the spirit of play, treasures still a few drops from the Fountain of Youth! So let us play with this, our toy, patiently learning how to use it to the best advantage to ourselves and others. In the beginning perhaps we can only stand for a few minutes at a time, the bewildering sea of sound we

seem to enter upon when we first adjust the receiver to our super-sensitive ears. For, strange as it may seem, the ears of the deafened are often super-sensitive.

We must learn how to protect ourselves from sudden nerve-shattering crashes: china rattling at the table, doors slamming, chairs pushed across hardwood floors sending thunderous waves of sound into the delicate receiver that vibrates with a strange intensity against our dull, numb ears. Too much of this sort of thing will give us a dull hurt in the region of our eardrums—or a sharp penetrating pain that causes us just alarm; for such reaction seems certain to harm what hearing we still have. Again I say we must learn how to use these powerful instruments. There is a little switch, placed conveniently, that one may learn to use deftly to moderate the volume of sound received. After a little study and thought one learns to use this to the best advantage. Some voices are very soft and low, needing the strongest power of the instrument to catch—others are clear, penetrating and forceful so that only a tiny bit of current is required. No one can teach another how to attune an instrument to its point of greatest satisfaction: it is a matter of experiment, of careful observation and testing.

We must learn to master this untrained horse, to calm and hold and train our tense wrought nerves to obey our will. Like Pegasus, if mastered we can learn to ride upon these high-strung nerves *at will*, and look upon the wonders of the world through sharing once again the wondrous social joy enjoyed only through the hearing.

To my mind the blessing of all blessings for us is achieved through the skillful use of these two crutches used together. I am now, after years of study, an enthusiastic speech-reader—not of the brilliant type, for what I have achieved has come through many years of patient, faithful study. Today, some seventy-five per cent of those whom I meet I can understand merely with the aid of speech-reading. This includes most of the people with whom I come in contact in my daily work, those whom I meet on shopping expeditions, clerks in stores and such persons. The remaining twenty-

five per cent I find impossible for speech-reading, through no fault of theirs or of my own, but just because the circumstances are such that some are quite impossible to understand; and with those dear friends I use and bless the instrument! Why should I be cut off from any joy or pleasure life may hold? Why should I because I “try” to read speech obstinately cut myself off from any other aid? This seems to me an attitude depicting folly of the most absurd sort.

I use speech-reading as, and when, I can. I use the instrument as, and when, I can; and when they both fail me, instead of bemoaning my fate, I think of all the many, many times they do serve me both faithfully and well, and I have a deepening sense of gratitude that this is so. At dinner when I am the hostess, I stand the little receiver by my side. I hear the speakers’ voices then, whereas without its help the outer world is only silence. Hearing the voice, I know who is speaking, and my eye helps me catch the thread of discourse that, because of the distance of the speaker and my own degree of deafness, without the instrument I could not now catch. In general conversation where the subjects jump from one to another it is very difficult for the eye to follow when no sound is heard to indicate the speaker, but with the instrument sound is revealed and then the spoken word is followed by the well-trained eye. This is my experience now with a large number of persons I meet.

Of course there are always those persons whom we would-be-speech-readers class as “impossible,” as in very truth they are. But the satisfaction, the delight of using these two aids together through the pathway of our silent life is all so tremendously worthwhile that I speak to those who do not know, who have not thought to master both these arts, and urge them with the strength born of conviction to strive to master both. Then they will know, within the very courage that they show, that deafness now at last has failed to master them.

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The Washington School of Lip-Reading has been moved to a more advantageous location, at 1816 I St., Washington, D. C.

## SPEAKING OF CHRISTMAS GIFTS

BY JOHN A. FERRALL

**S**PEAKING of Christmas gifts, there is the case of Jim Lestelle.

The crews had finished for the day, and the shells were being taken to the boathouse. Lestelle turned from his observation post on the bridge and started toward Georgetown. Then it was that he noticed her for the first time—a slim figure in somber garb that almost merged into the gathering twilight. He paused and looked toward her curiously, wondering whether she, too, had been watching the practice of the crews. The bridge seemed deserted except for the two of them, and it was evident that she had not seen him. Suddenly as Lestelle watched, he realized that it was something far more serious than the practice of college boys that had drawn her to this place. In a moment he covered the distance between them, and his outstretched arm turned her from her course. And because Betty Shannon's life did not end then, this story begins. Seven months have elapsed, and the curtain rises on the second act.

Miss Shannon smiled happily, it was a way she had now, as Lestelle came toward her—which was a way *he* had!

"Mr. Martin has made me his private secretary," she said, as Lestelle stopped before her. "I'm to start in on Monday, and the salary will be—*thirty dollars a week!*"

"Going up!" he laughed. "Then suppose we go around the corner and celebrate with a little luncheon—it's almost twelve."

"All right," she agreed, readily.

Lestelle gave her the papers he had brought from his office, and explained some of the details of the work to her. He had secured her a position with his firm, Dixon and Matthews, as file clerk. Lestelle was in charge of the correspondence section. At his suggestion, she had taken up the study of shorthand and type-writing. Just how conscientiously she had applied herself is evident from the fact that with less than seven months actual study she was considered competent to take over the work of private secretary to the advertising manager. Of course, her basic education helped con-

siderably. She was a college graduate.

"Well, start," he commanded, with mock sternness. "I'll be back for you in a minute."

"And I'll be ready when you come," she promised.

Lestelle grinned.

"I believe you," he said. "You're always upsetting my notions about the time it takes a woman to get ready to go any place. I'm the one who's always late. It's a terrible shock to my vanity."

"I never thought of that," she said. "I must be careful. I mustn't disappoint you by not disappointing you."

"Now you're talking like a private secretary," he said, turning to go back to his office, "and you're not supposed to start in on that job until Monday. I'll go before I get a headache trying to understand you."

She looked after him with the curious wonder she often felt. He was so considerate and thoughtful that he actually made it seem as though they had met in the most conventional manner. Never had he referred to the incident on the bridge, and in the new-found happiness of her work she seldom thought now of the days when discouragement bore so heavily upon her that self-destruction seemed the only way out.

"Won't Aunt Mary be delighted?" he said, as they started out.

Aunt Mary was their landlady. It was to her that Lestelle had taken Miss Shannon that first evening, introducing her as the daughter of an old friend back in Illinois. This had caused no especial comment, for many girls had come to Washington during the war period to accept positions with the Government, only to be forced to seek other employment, and more economical homes, when they lost their positions through reductions in force. Many others besides Miss Shannon found these days of discouragement almost too much to bear. Not all were as fortunate as she in finding a solution.

"Of course Aunt Mary will be delighted," she agreed, "but certainly no more than you appear to be. One would think that you had received the promo-

tion. And you will profit, too, because now I shall be able to pay you back more promptly the money—"

"There's plenty of time for that," he interrupted, hastily. "But why shouldn't I be pleased? Perhaps it's reflected glory. And, anyway, haven't I as much right to be proud of our 'brown beauty' as Aunt Mary has? I should say so!"

Miss Shannon laughed, somewhat embarrassed, at the descriptive term sometimes applied to her by Aunt Mary, because of a fancied resemblance to one of Thackeray's heroines.

"She says I remind her of an autumn leaf," she said. "Am I really as ancient and withered-looking as that?"

"Look around you, my child," he commanded. "Here it is early in October and the leaves are already turning." He pointed to a beautifully colored tree close by. "There is the autumn leaf in all its glory," he said. "Regard it—and be wise. Aunt Mary has no reference to age. She is speaking of coloring. She means those big brown eyes with the little gold devils of mischief dancing deep down within them, and that chestnut hair with its threads of pure gold, and that—"

"Muddy complexion, where the leaf appears to have fallen in the gutter and lain there during a heavy rain!" interrupted Miss Shannon.

"—ivory complexion with its flood of life beneath," went on Lestelle, ignoring her interruption. "What would ye, fair maid—a skin as 'white as the snow in sunshine' and you with that hair—and those—ahem!—dear little angel eyes."

"What's the matter with my eyes?" she demanded, turning them full upon him.

Lestelle deftly avoided her gaze. Only fools rush in where angels fear to tread.

"Nothing at all," he assured her. "Abso-bally-lutely nothing at all. And are you going to write home about the promotion?"

Miss Shannon hesitated. She somewhat resented the change in the current of their conversation!

"I think so," she said, thoughtfully. "Of course there really isn't any 'home'—only a stepmother. It was because my father died that I left—home—to seek my fortune. I'd like, of course, to have my old friends in Springfield know that

I am well, and prosperous—thanks to you."

"Don't thank me," said Lestelle. "I merely pointed the way."

"And helped me over the rough places—and most of the smooth ones."

"Not at all," he protested. "I've merely kept a fatherly eye on you."

"Fatherly! And how old are you?"

She looked from the twinkling gray eyes that would never grow old to his tawny shock of hair. He was anything but fatherly looking, she thought.

"Why, I'm thirty-one," he told her, "and already I approach the sere and yellow leaf. In other words, the silver threads are shining 'midst the gold."

She laughed.

"And I'm twenty-five," she admitted, "practically an old maid—if I did not insist upon being called a bachelor girl. I guess we'll have to make it 'brotherly eye.'"

"I knew it," he declared with exaggerated gloom. "It simply had to come sooner or later. The 'I'll be a sister to you' remark, I mean. Isn't it just perfectly terrible? I'm beginning to think that Cupid simply will not linger within the confines of the Silent Land."

"Do you know," she said when they had taken their seats in the cosy little inn, "you make me forget most of the time that there is such a thing—or place—as the Silent Land, as you term it. You understand me so well—and you don't *look* deaf."

"I'm sorry," he pleaded, smiling, "but, you see, I really do not know how to *look* deaf. Just how do you think a deaf person should look?"

"That was a silly remark," she admitted, "only I suppose one naturally feels that a physical handicap should be accompanied by some outward sign—like blindness—or lameness."

"Oh, your attitude isn't unusual," Lestelle assured her. "I'm constantly having people say such things to me—especially if I happen to understand them fairly well. As far as understanding you is concerned, I suppose I do get along reasonably well. That's because you speak carefully, always make sure I can see your lips clearly, and—perhaps most important of all—always allow me to direct

the current of the conversation so that I should at least know the subject we are discussing. And that helps a lot, I can assure you."

"Oh, I suppose so," she agreed, "but nevertheless, lip-reading is always rather a miracle to me—understanding speech by merely watching the movements of a speaker's lips."

"It is something of a miracle," he admitted. "And I know lots of lip-readers far more skilful than I. The female of the species seems much more skilful than the male, for example."

"Oh, that phase of the situation is not at all restricted to lip-reading," she assured him, with a solemn face. "You will find it so in all the arts and sciences!"

"Why argue the question?" he asked. "What is that old quotation—'man convinced against his will is of the same opinion still; while a woman convinced against her will is of the same opinion—and not still.'"

She laughed. "Mr. Martin told me that you came here after you were deaf. How in the world did you overcome their prejudices and get the position?" she asked, seriously.

"That wasn't a miracle—or perhaps it was," he explained. "My deafness was of the slow-growing sort. It took about fifteen years to reach its present stage. When it first became serious, I was employed as a stenographer by an advertising concern. Acute hearing is, of course, essential to the stenographer. So I began to look around for a position in which deafness would be not so much of a handicap. A veteran advertising man, himself deaf, told me that the position of business correspondent would perhaps offer the best opportunities. He explained that the correspondence clerk is really something of an advertising man himself, and so I could use to advantage all the points I had picked up during my service with the advertising concern."

"That sounds reasonable," agreed Miss Shannon, as he paused, "and advertising is a wonderful field. Some one has well said that the merchant who doesn't advertise is like the man who winks at a girl in the dark—he knows what he is doing, but nobody else does!"

"I thought so," said Lestelle, "and so I took a correspondence course and then looked about and finally selected Dixon and Matthews as the concern offering me the best opportunity for advancement. I secured all of their advertising literature that I could, and familiarized myself with their work. Almost every business, you know, has its own terminology—vocabulary. Soon I was quite familiar with that of Dixon and Matthews. I even hired a boy to read the literature to me so that I might learn to recognize the words on the lips. It was something of an undertaking, I must admit, but I felt that I had a desperate case—justifying, and requiring, desperate remedies."

"It's all very wonderful," she said, softly.

Lestelle smiled at the ingenuousness of her comment.

"The sublime confidence of youth! I'm referring to myself, not to you," he explained. "I not only submitted a formal application to Dixon and Matthews, but I actually had the assurance to send along with the application a statement—outline of the work I thought I could do for them. Do you appreciate the psychology of that? My entire application was a discussion of what I could do for Dixon and Matthews—not what they could do for me!"

"It was really clever," she insisted.

"Oh, it wasn't original at all. I was simply using, almost verbatim, suggestions given in some of my favorite magazines. You know how plentiful these suggestions are, and valuable suggestions, too, if we only put them to practical use. From the standpoint of the deaf, for instance, there is scarcely an issue of the VOLTA REVIEW that does not offer some practical advice which, if followed, would lessen the burden and make easier the progress of some deaf person."

"I can appreciate that," said Miss Shannon. "I know how much practical help I have gotten from the shorthand and business methods magazines."

"The trade journal, and the VOLTA REVIEW is practically that, must be essentially a magazine of service. Its sole object and reason for existence is to help its clientele. If it can entertain its readers also, so much the better—but its

primary object is to help. Why, I know a man who has just secured a good position, with a concern that was rather strongly prejudiced against the deaf, too, largely as the result of his application alone—and that application used liberally the splendid arguments of Miss Estelle E. Samuelson's paper, 'Ears and the Job,' published in the *VOLTA REVIEW* some months ago."

"I must look that up," said Miss Shannon.

"I was quoting it quite liberally to a friend of mine, by letter, in writing of the brighter side of deafness, and I still remember his comment: 'Almost,' he wrote, 'thou consolest me for having too much bony substance where the aural activities ought to activate!'"

Miss Shannon laughed merrily.

"Mr. Martin told me he could scarcely believe you were deaf—especially as you could use the telephone. But he said your offer to work one month free in order to demonstrate your ability to fill the position—or *create* the position—left him helpless. He didn't know how to refuse you! But, then," she added, ingenuously, "your appearance must have impressed him, too."

"One thing at least," Lestelle grinned, "my clothes should have helped the impression—they may not make a man, but they certainly help—and I had spent almost my last cent preparing for the interview with Mr. Martin. Why, I couldn't have taken more pains if I had been on my way to make a proposal to the young lady of my choice."

"Proposal!" she exclaimed. "I'd like to know what you know about proposals. Why you never even go out with a girl. Don't you like them at all?"

He grinned:

"The time I've lost in wooing,  
In watching and pursuing  
The light that lies  
In women's eyes,  
Has been my heart's undoing."

he quoted. "Oh, I like 'em all right. It isn't that at all, but since I've been deaf—well, going around with a girl—suppose she should learn to—to care. Oh, I know that sounds terribly egotistical, but I mean—"

"You should be ashamed of yourself," cried Miss Shannon, indignantly. "Do

you suppose for one minute that your deafness would make any difference to a real girl? If a girl really cared—why, a physical handicap would only draw her closer to you."

"That's pretty good theory," he agreed, rather slowly. "I'd like to believe that it is practical, too. But I don't know. Years ago I might have agreed with you. But as one grows older and looks about him, he begins to realize what a physical handicap, like deafness, might mean to—to another. We can bear our own burdens—but asking another to share them—that's another thing entirely."

"If you knew your psychology a little better," she said gently, "I think you would understand that, as I've said, sharing a burden frequently, in fact almost always, draws people more closely together. It is the fact that she is *needed* that means true happiness to almost any woman. Don't you see that?"

"Oh, I'd like to believe it," he said. "Don't think that there are not times when—" he stopped abruptly and looked at his watch. "We must hurry," he said. "The time has passed rapidly—and you are such a delightful little comrade, too."

Miss Shannon flushed with pleasure at the compliment, and watched with unseeing eyes as he made his way toward the cashier's desk with the check. In silence they walked back to the office.

"How about this evening?" he asked suddenly, as they left the elevator and started toward their rooms. "Suppose we continue the celebration with a trip to the movies?"

"Why, I'd be delighted—" began Miss Shannon, and then remembered. "Oh, I forgot—I'm sorry, but I promised Mr. Fenton to go to the Belasco with him this evening. I—"

Fenton was Martin's assistant, a clever, handsome youngster about Miss Shannon's age.

"Oh, it's all right," declared Lestelle with a pathetic attempt at enthusiasm. "We can go to the movies any time."

Without waiting for a reply, Lestelle turned and went toward his office. Miss Shannon started as though to follow him—then stopped. What was there to do—to say? And then Fenton came along. So, when Lestelle turned at his office door

to look back at her, he saw them standing there together.

"Yes," he muttered, grimly, "I've just about as much chance as a man with a wooden leg in a forest fire!"

It was perhaps half an hour later that Watson, the shipping clerk, burst into Lestelle's office.

"Jim! Jim!" he cried, "they're taking Miss Shannon to the hospital. She's quite badly hurt—"

"Miss Shannon—hospital—hurt?" interrupted Lestelle, coming to his feet with a bound. "Here," he picked up a pad of paper and a pencil and handed them to Watson, "write it—I must get this quickly. What's the matter?"

"Miss Shannon," Watson wrote, hurriedly, "fell in some way and cut herself on the edge of a steel case. Artery is cut, I think. They've taken her to the Emergency hospital—"

"Emergency hospital," cried Lestelle, and grabbing his coat he disappeared, hatless, through the doorway. Watson looked after him sympathetically. All the employees liked Lestelle immensely and resented the advantage that Fenton apparently had in the contest for Miss Shannon's favor.

At the hospital Lestelle found Miss Shannon on the operating table, unconscious. The surgeon and his attendant looked serious.

"Is—she dead?" gasped Lestelle.

The attendant recognized him, and picking up a tablet wrote hastily: "She's just unconscious—artery—losing too much blood—transfusion is only thing to save her now—we're trying to get someone—"

"Take me," interrupted Lestelle, throwing off his coat and vest and beginning to roll up his sleeve.

The surgeon looked at him.

"He's all right," put in the attendant. "I know him and he is as fine as they come—clean-cut man, excellent habits!"

"Well," hesitated the surgeon. Then, "Oh, we'll take him. There's no time to lose. Get ready!"

Lestelle took up the pad and scribbled a brief note.

"Give this to Mr. Martin when he comes over," he said. "It will explain matters. If I'm left a little weak, please

send me to Providence hospital. I don't want her to know—understand?"

The surgeon and his assistant nodded.

The moments dragged by slowly.

"All right," said the surgeon, at last. "She's out of danger, I think, but—good Lord! he's fainted!"

Lestelle had somehow grasped the fact that the operation was over and his tensed will had relaxed. He was carried to a cot in the next room.

"I don't understand why it should have affected him so," said the surgeon. "He isn't a big man, of course, but still he looks pretty husky. There is something curious about this—he evidently could not afford to lose so much blood. I should have looked him over more carefully, but time was short—and we've saved her."

Fifteen minutes later Martin had Lestelle's note and was condemning bitterly every surgeon in North America. He called up the hospital.

"Who performed that transfusion operation this afternoon?" he asked.

"Dr. Boylen—I'll call him," said the telephone operator.

"Boylen?" asked Martin presently.

"Yes—this is Boylen. What is it, please?"

"This is Martin—of Dixon and Matthews. They tell me you performed that blood transfusion operation this afternoon—using Lestelle. Couldn't you see he was in no condition to make such a sacrifice? Why man, it's only three weeks since he came out of the hospital himself—had an operation to remove an obstruction in his nose that someone thought might be responsible for his impaired hearing. He lost too much blood then to afford any other drain this soon."

"Yes, yes. I have guessed something of the sort," said Boylen. "But we had to hurry so to save her life—and he was so insistent—that I went ahead without making as careful an observation as I should have under normal conditions."

"I'm coming over," said Martin.

When he reached the hospital, Dr. Boylen soon explained the situation to him. He mentioned, too, that Lestelle had asked to be taken to another hospital, if it was found necessary to detain him.

"He said he didn't want the young lady to know."

"I can understand that," said Martin. "It is just like Jim. Look at this note he sent me."

Dr. Boylen took the note and opened it.

"Dear Martin:" it read, "Miss Shannon has been seriously hurt and a blood transfusion operation seems to be the only hope for her. They haven't been able to secure a subject and so I am offering myself, and believe I will get through all right. I know what sort of a chance I am taking, however, so do not blame the hospital authorities if anything does happen. It's a chance—but she is worth it, as you well know."

"That's the kind of a man Jim is," commented Martin, warmly. "And think of it, that fool girl has passed him by for that fashion-plate assistant of mine, Fenton—you know him?"

"My assistant does—he has told me about him, and Lestelle," said the doctor. "Well, you never can tell what a woman will do," he added, sagely.

"Anyway, it can't be helped now," said Martin. "We'll get Jim over to Providence hospital tomorrow. Take good care of Miss Shannon—and send all the bills to us—understand?"

The physician nodded.

It was Christmas morning when Miss Shannon finally returned to her boarding-house. Lestelle was still at the hospital, too weak to be moved, and, in fact, so seriously ill that his life was despaired of.

"You certainly look well again, Honey," declared Aunt Mary, who met her at the door.

"Oh, I'm practically as well as ever," said Miss Shannon. "I have been for two weeks, but Mr. Martin and the doctors urged me to stay at the hospital longer—and not bother you."

"It wouldn't have bothered me at all," asserted Aunt Mary, indignantly.

"Well," said Miss Shannon, "I just made up my mind that I wasn't going to let Christmas day pass without being here—and so I came right over the first thing this morning. I wanted to surprise you all—that's why I didn't let you know in advance."

"We're mighty glad to have you here, Miss Betty," said Aunt Mary.

"But Mr. Lestelle—surely he will be home for Christmas. Is he here now?"

"No, Mr. Jim isn't here now."

"Mr. Martin told me that he had been on a field trip," said Miss Shannon, disappointment in her voice, "but I was sure he'd be home today. I don't understand him at all," she added, impatiently. "Why, he never even wrote to me the whole time I was in the hospital!"

"To tell you the honest truth, Honey," said Aunt Mary, "Mr. Jim hasn't been on any field trip at all—he's in the hospital himself."

"In the hospital! Is he sick! What is the matter with him?"

"He's—he's just kinder weak," said Aunt Mary.

"Where is he—what hospital?" demanded Miss Shannon.

"Providence."

"Well, I'm going right over there—yes, right now—just as soon as I can get a taxicab." And Miss Shannon started for the telephone.

Within half an hour she was at the hospital, and being shown into Lestelle's room. She was startled at his appearance.

"Oh—you're—you've been terribly ill, haven't you!" she cried, tears springing to her eyes. "And I never knew a thing about it—and I thought—I—" she broke down utterly.

"Don't mind," he said, gently, patting her hand weakly. "I guess I've been pretty sick. But you—why you are all right again, aren't you?"

"Oh, I'm perfectly well," she said, "but you—you—"

"Please don't mind so much," he said. "I'll be all right again soon—and even if I'm not—why, maybe, that will be better still. Who knows?" He gave a wan smile.

Then the attendant came and beckoned her from the room. It seemed that visitors were allowed to remain only for a very short time.

"He's terribly ill, isn't he?" she asked the attendant.

"Yes," he replied, with the indifference of one whom serious illness and death are every-day occurrences. "I'm afraid that there is not very much hope."

"You mean—you mean—" she cried, startled, "—you mean that he may—die? Oh, you can't mean that!"

"Yes," he said. "It is very likely that he will die—at least unless something



happens to give him a little more interest in life. He is entirely too indifferent as it is—and he needs most of all the *wish* to live.”

“But what is the trouble—and when did he come here—how long?”

“Oh, it was a foolhardy stunt on his part early in October. He gave his blood in a transfusion operation to save some girl over at the Emergency. It appears that he was only just recovering from an operation himself—and so really could not afford the loss of any more blood. But the surgeon was in a hurry—quick work was essential to save the girl’s life—and so Lestelle’s offer was accepted, he being the only subject available.”

“I understand—it was just like him,” she murmured brokenly.

“He saved the girl’s life all right,” declared the attendant. “But since then he has been hovering on the brink of things—principally, as I say, because he doesn’t seem to care particularly whether he lives or not.”

“Do you know who the girl was?” asked Miss Shannon, a light of understanding breaking upon her.

“One of the girls over at Dixon and Matthews, where he worked,” answered the attendant. “The pathetic thing, too, is that they say she had jilted him for some other man over there. He certainly repaid good for evil with a vengeance. I do not remember her name.”

“Jilted him!” Miss Shannon winced.

“It was Mr. Martin, of Dixon and Matthews, who brought Lestelle over here, and who is looking after him,” added the attendant. “Have you known him long?”

“Yes,” said Miss Shannon, with perfect sincerity. “I have known him a very long time.”

It was exactly nine months and a half!

She walked slowly from the hospital. “Some girl from Dixon and Matthews,” she repeated. Jilted him! She stopped and looked around for a public telephone.

“Main 1193,” she called. “Hello! I wish to speak to Mr. Martin. Mr. Martin? This is Miss Shannon speaking. Yes, I’m all right—you know very well that I have been all right for the past two weeks. But—but I’ve just found out about Mr. Lestelle—and I’ve just been to the hospital—Oh, Mr. Martin, it’s dreadful—why did you let him do it? He—”

“But I couldn’t help it,” protested Martin. “I didn’t know anything about it until it was all over. Of course I would have tried to stop it, but it probably would have been no use. He was determined to go through with it.”

“But surely—”

“Boylan, who performed the operation, sent me a note Jim had given him. In the note Jim said that he knew the risk he was taking, but that he did it gladly—that you were worth it. Don’t you see the kind of man Jim is? Betty Shannon, how could you prefer a fashion-plate like Fenton to Jim, and—”

“But Mr. Fenton is nothing to me,” protested Miss Shannon, angrily. “Of course we are good friends, and all that, but I think more of Jim—of Mr. Lestelle—than I do of a million Fentons. Why—”

“Then it is Jim after all!” cried the delighted Martin. “I might have known you had too much sense to—but, then, Jim’s so darned sensitive I suppose he never said anything or gave you a chance to—and he is the very finest man that—”

“Don’t you suppose I know that,” interrupted Miss Shannon in a tone that seemed to imply that Martin was in some way responsible for everything that had happened. “Why, I owe him everything—even my life—yes, that is perfectly true, though you do not know it. Why, I’d love him if—”

“Don’t tell me!” howled the outraged advertising manager. “Go right back to the hospital and tell Jim. Why, confound you, Betty Shannon, that’s just what he needs to give him an interest in life—to pull him through. It will be the most wonderful Christmas gift he ever had. Blast your confounded pride—and his, too. Both of you should be—”

Click!

“Hello! Hello!” called Martin. There was no answer. Miss Shannon was on her way back to the hospital.

“And that,” said Mrs. James Lestelle, reminiscently, “is the way in which Jim received what he terms his greatest Christmas gift.

“Correct,” agreed her husband. “And, boy,” addressing James, Jr., who sat, listening enraptured at his mother’s knee, “don’t let anyone ever tell you there isn’t a Santa Claus. There is—I *know*.”



"Hold God thy Friend."—*Dunbar*.

**T**O ONE and all a Merry Christmas! The clubs and leagues are buzzing with preparations for Christmas fairs. The shop windows are filled with bright suggestions for the holiday. Nimble fingers are fashioning gifts of love and friendship. It is the sacred season of the birth of Christ. May His spirit rest upon you!

The Friendly Corner is hung with branches of pine and brightened by sprays of mistletoe and holly. There is a wreath with a big red bow in the window. A cheery fire crackles in the fireplace and before it hangs a row of empty stockings. Over in the Corner stands a Christmas tree—in bloom—but as yet there are no gifts upon it. What would you like to find that would mean more to you than anything else in the world on that tree or in your stocking? What is your greatest wish—your "Great Desire?"

I have had the pleasure of visiting the Wright Oral School for the Deaf in New York since I talked with you last. I arrived at a most inopportune time, the first day of school! Dr. LaCrosse, the associate principal, received me and I was taken rapidly from one room to another so as not to disturb the classes, and then I was left for a fifteen-minute period to observe a pupil in voice instruction. We saw the very little ones learning their numbers with wooden beads on a wire frame. They were so proud to be able to show me "five" and "nine" and "eleven." We watched a class of four seated at a table set as though for breakfast. They were becoming familiar with

the articles on the table, sugar, milk, salt, pepper.

One would say, "Please pass me the sugar, John. Thank you." Their manners were perfect.

If the child has the slightest remnant of hearing, it is trained and developed as far as possible. The teachers recognize the fact that speech is improved far more through the use of the ears than it can ever be through the eyes alone. The sound that is *heard* can be imitated in speech much better than the movement that is seen. The combination of hearing and lip-reading makes the child alert and responsive. He can understand readily when spoken to and reply intelligently. I saw no use of manual signs and no exaggerated lip-movements either by the teachers or, more remarkable, among the pupils. Before I left I had a pleasant talk with Mr. John Wright. He spoke of his recent trip abroad and his interest in the foreign schools for the deaf. He told me something more of his correspondence course for mothers of little deaf children. He explained how it prepared a child for entering school at an early age, without any serious set-back, such as a deaf child so often meets. Then he showed me the pictures on his office walls of the deaf children who have graduated from his schools. They were of all ages. Some had signed their names in childish script; some wore the styles of thirty years ago; some showed a remarkable change in intelligence and animation between earlier and later photographs. There were several good pictures of Helen Keller, who was once a student at that school. Mr. Wright told me of an amusing incident that happened one day. A woman, who

had perfect hearing, called at his office and when she saw the pictures, exclaimed, "Oh, the poor children! How very sad! How very sad!" Mr. Wright replied, "What is so sad about them?" The woman was somewhat indignant. "Because they are deaf, of course. Why, anyone who looked at any one of these pictures would know that they were deaf." Mr. Wright said, "Is that so? Please show me one." She immediately went over to one of the pictures. "This one for example," she said. "Just one glance would show you she was deaf." Mr. Wright replied, "She is the only teacher who has given me a photograph. She is the only one in the room who is not deaf!"

From the Wright School I went to The Studio of Speech-Reading on 56th Street. Mrs. Nathan Todd Porter, Jr., and Miss Jane Walker are teaching the Kinzie method in a school that has just been started this fall. We were all invited to join the general conversation class. The topic under discussion was, "Where did you spend your summer vacation?" and we heard interesting accounts of vacations spent in Mexico, Yucatan, Rome and Florence, Plymouth and New York City. That noon Mrs. Porter invited us all to stay to lunch and we had a friendly visit in her charming club-rooms.

I am going to tell you now of the Correspondence Club. The general feeling of the readers seems to oppose the organization of local correspondence clubs and favor the continuance of a club which will include members from all parts of the country. I have decided to break up the old club into groups of twelve each, with a captain for each group. The captain will have charge of the Ring letter of the group. I have already started a group of young people who call themselves "the Johnny-Jump-Ups"—and live up to their name. If you are not already a member, this is a fine time to join one of the groups. The total membership of the Club is growing every day. Join us and find out the reason why.

A National Correspondence Club is also being formed which will be composed of representatives of the clubs, leagues, and guilds of the United States.

I have sent a form letter (like the one quoted below) to every club and league advertised in the VOLTA REVIEW, and to one or two others that I have heard about that were not advertised. I wanted to write to ALL of them, but where could I find their addresses if they did not advertise in the magazine?

#### (Form Letter)

##### To the President:

Would you like to have your club join a National Correspondence Club which would be composed of representatives of the Leagues, Clubs and Guilds of the United States?

The purpose of this Club would be to promote closer friendship between the social organizations for the hard of hearing. Each organization would elect or appoint a representative and it would be his (or her) duty to correspond with the representatives of the other clubs. A Ring letter would be in constant circulation. This means that I would send the first letter to Boston, who would add a letter and send *both* letters to New York. New York would add a third and send the three to Philadelphia, etc. When the letters had completed the circuit, Boston would take out her letter and put in a new one, and the rest would follow suit.

Each member should write of the *human* side of the club work. We hear the statistics of memberships and finances at conventions, but we do not know enough of the intimate side of club work which includes the fun and frolics, the higher aspirations, the victories over sadness and despair, the achievements of those who have forged ahead despite their handicap of deafness and demanded recognition by the world.

If you care to join the National Correspondence Club, send me the name of a person who you think is competent to do this work. When I have heard from all the clubs, the Ring letter will be started.

Yours for friendliness,

Some time ago I made a request in this column for the titles of good books that you have enjoyed reading at any time in the past. These are the responses that I have received:

*The Harvester*, by Gene Stratton Porter.  
*The Treasure of Heaven*, by Marie Corelli.

*The Deep Purple* (author not given).  
*This Simian Age* (author not given).  
*Eating in Two or Three Languages*, by Irvin Cobb.

*Keep up your Courage*. A book compiled by Mary Allette Ayer.

Have you any more books to recommend? The New York League writes

me that they publish Harriet Martineau's *Letter to the Deaf* in pamphlet form at thirty cents a copy and postage. You should own it.

Are there any hard of hearing persons in Davenport, Iowa, who would like to form a class in lip-reading? If so, please communicate with me.

The following is a quotation from the letter of one of the new friends of the Friendly Corner:

"I wish to ask if you found the meeting of the Association (in June) as satisfactory as you had anticipated. Did you not wonder why *some* of the articles were not spoken instead of all being read? Probably ninety-five per cent of the audience were deafened people. A few, doubtless, got a part of the program with the aid of their ear instruments, but I believe the majority, like myself, got less than a dozen words from any paper read. And I am called an excellent lip-reader. But with the speaker's platform so high above a level view and the shadowed light (especially in the evenings) lip-reading was almost a useless accomplishment. I could not help wondering why those readers of papers, all of whom know the conditions good lip-reading demand, did not summarize the salient points in their addresses, commit them to memory, and give to the audience a spoken rendition, the complete papers to be given to the *VOLTA REVIEW*, as will be done in any case. I have mentioned this to several who were present and to some who were not, and they all feel as I do. As one official said to me at one of the convention meetings (we had both strained our eyes and nerves to the

breaking point in front, and had moved to a rear seat), 'It nearly breaks my heart to know that the people present, for whom those addresses are intended, cannot understand a word!' I think it is safe to say that her sentiment was shared by a majority of the audience."

In a later letter from this same person she says of a friend,

"She writes me that there is a man in California who has an illustrated lecture that is prepared especially for the deafened. She says he has given that same lecture 'numberless times,' and that he *always reads it*. As a result, it fails of its object (partly so) every time. It seems a pity that someone does not enlighten that man as to the futility of his efforts."

You will understand the purpose of the Friendly Corner even better than you do now, when you realize that it is the place for helpful constructive criticism such as the above. The conditions quoted must be admitted. Now let us search for a remedy. Have you any suggestion to make different from the one already given?

Again I wish you a Merry Christmas, the happiest one of your lives!

Yours, THE FRIENDLY LADY.

A stamped, self-addressed envelope will insure a personal reply. 1601 35th St., N. W., Washington, D. C.

## EDUCATION OF THE DEAF IN ENGLAND

THE October number of *Teacher of the Deaf* is one of especial interest. We regret the impossibility of reprinting many of the items, but commend the volume to American teachers as highly worthy of perusal.

A noteworthy paper is one by Miss Margaret Martin, for the parents of young deaf children. A preface to this, by Dr. J. Kerr Love, brings sharply to the attention of parents the part they must play if their children are to be well educated.

In the following extract, Miss Martin brings out a point seldom fully realized, even by teachers:

In visiting a friend one day, whose hearing baby was then fifteen months old, I had an illustration of the continued repetition of words and sentences, which is the hearing child's inheritance.

Two aunts and the child's mother were busying themselves, with the result that in the space of half an hour the child had the following repetitions, "Baby" 35 times, "Joey" (a horse the child was playing with) 33 times, "Stand up" 19 times, "Auntie" and "Come to auntie" 15 times, "Mama" 23 times, "Where's daddy" 7 times, "Come" 12 times, "Are you going out ta ta" 7 times.

That, and much more, was said in the short space of time already mentioned.

During one entire day, it is no exaggeration to say that this baby, in common with babies generally, hears familiar words and sentences repeated hundreds of times.

In teaching the little deaf child, we must come as near to this as possible, for the closer we follow nature's method of repetition the more likely we are to succeed.

Later, Miss Martin says:

A word of warning against the use of signs is necessary. I may be addressing a mother who hitherto has not known how to *speak* to

her child, and has been in the habit of making signs with her hands.

Signs are death to lip-reading, *therefore you must banish them.*

On reading this paper you will observe that in teaching a word you are told distinctly to point to the object. For instance, you wish the child to understand the word "table." Following the directions given you *point* to the table and say the word distinctly. This is not signing. It is *necessary* to *point* to the object until the child has learned the name, and once having learned it we point no more, but encourage the child to rely entirely on our lips. Therefore, do not sign, and do not allow others to sign to him.

In conclusion, I should advise you to get into touch with a school.

A few hours with a practical teacher will help to clear many points which may still remain doubtful, and while your child will probably develop a certain amount of approximate speech from your teaching, good speech can only be taught by an experienced teacher.

A written description always has the disadvantage of making even a simple task look formidable, and after reading this paper you may be impressed with the difficulties of this undertaking.

Do not, however, hesitate to make the attempt, and you will find that what at first appeared to be a big task, will in time develop into an ordinary habit of every-day life.

When your child goes to school, after one, two or even three years of training upon these lines, the development of good speech, and his general progress, will be infinitely more satisfactory and rapid than in the case of the great majority of deaf children for whom nothing has been done at home.

Carried out conscientiously your efforts will result in incalculable benefit to your child.

Your thoughts, instead of reverting to his deafness as a calamity, will now run in different channels, seeking new ideas for making your teaching interesting and effective, thereby building up for him possibilities for the future, and making life for him, and for you, a much better thing than it otherwise could have been.

As will be remembered, the University of Manchester was the recipient, several years ago, of a benefaction from Sir James Jones, in memory of his deaf son. This provided a lectureship in the University on the teaching of the deaf.

The generous donor has shown still further his interest in the education of the deaf by presenting to the University the Ellis Llwyd Jones Hostel for Teachers of the Deaf. This consists of a block of houses, remodeled and adapted for the purpose, and situated adjacent to the Royal Schools for the Teaching of the

Deaf. The gift will enable the students who are being trained as teachers of the deaf to enjoy the advantages of residence at the University, while at the same time being able to obtain practice teaching and athletic facilities at the Schools for the Deaf. The Hostel will provide accommodation for thirty students. It was formally opened on July 22 in the presence of a distinguished company of educators.

The following notes from *The Teacher* will also be of interest in this country:

#### MR. FRED DE LAND

Our readers will learn with much regret that Mr. De Land, who for many years has been the Superintendent of the Volta Bureau in America has been compelled on account of illness to retire from his post.

Mr. De Land has upheld and increased the high esteem in which the Volta Bureau is held in this country, and on behalf of the English portion of the profession we would wish him renewed health and strength in the days, which we hope may be many, of his retirement.

#### MISS IZA THOMPSON

We understand that the University of London, University College, has awarded to Miss Iza Thompson the Special Prize, and Certificate of Honor for her work on the application of Phonetics to the Deaf.

Our readers will remember Miss Thompson as the contributor of an interesting article about her work in phonetics in the September VOLTA REVIEW.

#### REPRINTING OF ARNOLD'S MANUAL

It was decided to request the Executive to reprint the Historical section of this Manual as it was now a compulsory subject of the College Examination. Messrs. Barnes, Haycock, and Story were appointed to revise this section and bring it up to date.

#### INTERNATIONAL CONFERENCE

The Chairman stated he had received a letter from Mr. Booth, of Nebraska School for the Deaf, suggesting a Conference in 1923 at Belleville, Canada, and a request that he should obtain information from the teachers of the deaf in England, Scotland, and Ireland with regard to this suggestion and the attendance of British teachers thereat. It was pointed out that this Conference would not allow of a similar gathering taking place in this country in 1922. It was recommended that the support of the College should be given to the proposal for an International Conference at Belleville.

## DR. JAMES KERR LOVE

During the past summer, I had the pleasure of visiting Dr. James Kerr Love, in Glasgow. For many years I had known of his great work with deaf children. I knew that he was one of the pioneers who had paved the way toward the advancement of our knowledge of the treatment of the deaf, both medically and educationally.

I wanted to see what Dr. Love looked like; I wanted to see what kind of work he was doing with his deaf children. I wanted these things so badly that I spent two nights on the sleeper from London to Glasgow, to be with him one day.

I was not disappointed, for that one day is full of memories which will remain with me as long as I live. I found Dr. Love to be what his name implied—full of love for humanity and particularly full of love for the little ones with whom he spends a great deal of his time. He is a tall, spare man who greets you with a welcoming smile. His keen, gray, humorous eyes radiate kindness. He had talked to me but a few moments before he had me on my way to his school. There we spent a most enjoyable morning, wandering from class to class and seeing how he co-operated with his teachers, who seem to feel that he is the one being on earth. Before the day was over, I rather felt that way myself.

Through the influence of Dr. Love, an excellent paper on "What the Mother of a Young Deaf Child Can Do," has recently been published in the *British Teacher of the Deaf*, and will be issued in pamphlet form for distribution among mothers of deaf children. The paper, which was written by Miss Margaret Martin, is introduced by Dr. Love as follows:

In introducing this paper to the parents of young deaf children, I wish to help them by making two points clear.

1. Almost all deaf children are mentally sound, and this is especially true of deaf-born children. You are to look on your child as exactly the same as a hearing child, except that he is deaf.

2. If your child has been born deaf, or if illness has caused deafness and loss of speech, his hearing will never return. The exceptions to this statement are so few that they are not

worth considering in thinking of the future of your child. Especially must you refuse to listen to anyone—be he doctor or layman—who says that at seven years your child may become all right. Whatever virtue there may be in the number seven it has none there, nor has any other number. The education of the deaf-born child requires attention from the start, and if he is to speak (and of course your child is going to speak) it is because you have made up your mind that you will reach his brain in spite of his deafness.

It is to help you in this work that Miss Martin has written this paper, and it is because I believe she has succeeded in showing you what to do, and because I believe you will succeed in doing it, that I have written this short foreword.

JAMES KERR LOVE.

Doubtless this article will have a most helpful influence upon the education of the deaf, and will do for the mothers of Great Britain what the essays of Miss Andrews, Mrs. Henderson, Mrs. Bartlett and Mrs. Bickler have done for those on this side of the Atlantic. Copies may be obtained from the Glasgow Deaf Children's Society, 14 St. Enoch Square, Glasgow, Scotland.

HAROLD HAYS,  
*President, New York League  
for the Hard of Hearing.*





**DR. JAMES KERR LOVE, Glasgow, Scotland**  
**Who preaches (and practices) prevention of deafness**

## EXTRACTS FROM THE PROCEEDINGS OF THE SECOND ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING

### AFTERNOON SESSION

*Wednesday, June 8, 2 P. M.*

PRESIDENT PHILLIPS: I am going to take the liberty of changing the order of business somewhat this afternoon. I shall call first for the paper contributed by Dr. James Kerr Love, of Glasgow, Scotland. I do not know how many of you lay people know of the wonderful work Dr. Love has done, but he is a pioneer in the work of preventive deafness as carried on in the public schools of Scotland. He has done work which I hope to see carried on in our own schools on a much larger scale than he was able to do there. That is something for you leagues to do in your various cities, work to prevent deafness by seeing that proper care is taken in the line of prevention in school children. The paper will be read by Miss Timberlake.

### HOW TO PREVENT DEAFNESS

BY JAMES KERR LOVE, M.D.,  
F.R.F.P.S.G.

During the past half century, the chief feature of medical science has been the surgical operation. Recent triumphs in surgery have been made possible by anesthetics and antiseptics or rather aseptics. Faced by an acute or grave crisis and armed with chloroform and cleanliness, the surgeon attained triumphs which were striking and often spectacular. The surgeon was gratified when able to save a life or a limb, the public saw and admired the spectacle, and both missed the full meaning of what was happening. Listerism meant more than successful surgery, more than the avoidance of wound complications—it meant, or at least it means now, the restraint and if possible the extinction of all infections. Applied at first to the treatment of wounds, it is equally efficient in the street and in the home. With cleanliness, absence of overcrowding, and plenty of

sunlight, the same changes can be effected in the city as in the hospital. It is applicable to the so-called medical diseases equally with the surgical, and it is most efficient when applied not to the disease, but to the health—the prevention of the disease. During the next fifty years we will hear more of the prevention of the disease and less of the surgical triumphs over conditions most of which should never occur.

Nowhere does this apply more hopefully than to the care and cure of the ears of young children. I am using these words in their popular sense and ignoring their etymological unity. In Aural Surgery the spectacular operation has fascinated both the patient and the surgeon, and the prevention has been neglected. Of course, prevention is a relative word. Early incision of a tympanic membrane often prevents or anticipates Mastoiditis, early operation on Mastoiditis often prevents a brain abscess. Earlier attention to the disordered naso-pharynx would often prevent both, and so on. Without naming them we have arrived at the children, and the very young children at that. Child welfare is at the bottom of all welfare—individual, family or national; physical or moral. I am to speak of Child Welfare as it is menaced by deafness and diseases of the ear.

The first place where children can be collectively medically inspected and treated is the school. It is right that educational authorities should medically inspect and treat school children, because by bringing them together in hundreds and thousands they expose them to the risk of infections which set up the worst types of ear diseases resulting in deafness and death. Other reasons could be given, but this will suffice. And the school is gradually approaching the cradle. I am treating now, at the request of education authorities, children of two and three years of age. And the movement will not



stop at the cradle, but will include the new-born child and the expectant mother, although the ministry of health will not call itself the Education Authority then.

Hearing is relatively of far more importance to a little child than to an adult. A deaf adult may have to stop or change his business. A little deaf child cannot learn to speak. The ear is the greatest educational gateway. Make a child blind and you may still extend his knowledge by continuing to talk to him. Make him deaf and you must spend some years in training his eye to take the place of his ear, and you never completely succeed.

Excluding Syphilis, Meningitis and hereditary deafness, nearly all ear-disease reaches the drum cavity by way of the naso-pharynx. Even in Scarlet Fever and Measles, the naso-pharynx is disturbed before the middle-ear, and although deafness and middle-ear suppuration may occur in these diseases without the intervention of the naso-pharynx, this is not usually so. The naso-pharynx in many children becomes narrowed or almost occluded by the hypertrophy of adenoid tissue which to a small extent is normally present, and breathing by the nose becomes difficult or impossible. Standing as this swollen and unhealthy tissue does in the great air-way to the lungs, it becomes a harbor for micro-organisms, and either during the course of the exanthemata or without these, the infection is carried by the Eustachian Tube to the ear, the drum cavity suppurates and the membrane breaks down.

When a young child breathes by his mouth or noisily by his nose, the naso-pharynx should be examined, cleared if found obstructed and the cavity made aseptic. Should ear-ache and suppuration occur the ear should be treated at once and until the discharge ceases, when the naso-pharynx should also be radically treated. Unless the latter be carried out, the ear will break down again and again or a chronic discharge will be established. Should ear discharge occur during the course of an infectious disease, the ear should be treated until all discharge has ceased even if operation on the mastoid process be necessary, because the ear discharge is infectious and because it is far more difficult to get good results after the

discharge has become chronic. The operations both on the naso-pharynx and the mastoid process should be carried out by specialists, because neither the general surgeon nor the general practitioner has practised enough to become expert at them. Such early treatment, even when operation is done, is truly preventive. It is like the tradesman's visit to a house roof before the winter storms set in. In the case of the child, storms will probably come during the school period. But even during the early school years careful regular treatment by a trained nurse will in most cases save the hearing and dry the ear if at the same time the surgeon put the naso-pharynx right. In Glasgow this plan has given surprisingly good results, although the School Authority does not operate and has to depend on the sometimes unwilling, and nearly always delayed, help of the general and special hospitals. In an experience extending over six or seven years and over several thousands of cases, the writer found that most of the affected ears recover quickly under the care of nurses, and in Dumbartonshire where the Education Authority does operate and does it at once, only two or three out of 350 cases in which the naso-pharynx was cleared, had discharging ears after two or three months treatment, and these exceptional cases were cases of Scarlet Fever which had been dismissed from hospital with discharging ears. At present there is not enough hospital accommodation in this or any country for the work outlined above, and I have no doubt extra accommodation has to be created either by or for the Education Authority.

Such treatment carried out early in life would make major operations on the ear in later life rare, and operations for otitic complications in the brain very rare indeed.

Now these proposals are not brilliant. Common sense proposals seldom are, and if they do away with the brilliant and spectacular in treatment, they tend to the preservation of hearing and life which even operation cannot always save.

Look now for a moment at the three remaining diseases I have mentioned—Meningitis, Syphilis and Hereditary Deafness—the last not really a disease.

In a population of from four to five million in Scotland, there are about six hundred deaf-mute children of school age. Probably about 100 are due to Meningitis, 200 to Hereditary Deafness, and not more than 50 due to Syphilis. The remaining 250 are due chiefly to the infectious diseases. But there are nearly half a million school children of whom many thousands are very deaf or hard of hearing, these conditions being due to a neglected naso-pharynx or a neglected running ear. What a field for preventive treatment!

Not that I neglect the three diseases mentioned. They are very important and cause the most profound deafness, especially when they complicate Scarlet Fever. But *numerically* they are unimportant, and they are less easily brought under control with our present limited knowledge and appliances. Let us look at them individually for a moment.

Take Meningitis. This is not one disease. It is a group of diseases. Sometimes it occurs alone. Sometimes it attends other diseases. It is not always due to the same germ. Every case of Meningitis should be removed to the hospital and there isolated and studied. Neither by the use of a drug nor by an operation can we usually cure it. We do not know enough about it.

Take Syphilis as a cause of deafness. We know a great deal about the germ and its conduct. But we do not treat it like other diseases. It raises moral and social problems. Now the germ of Syphilis is neither moral nor immoral—it is merely un-moral like any other germ, and it will yield to none but physical measures such as human ingenuity has found successful in preventing other infectious diseases. At present if I find a deaf syphilitic child I have no authority to treat the mother or the baby at her breast, or even the child about to come to school. Until the health authority takes the mother, the father and the whole family under its care, either deaf children or dead children will follow the syphilitic child.

Then take hereditary deafness. We do not know much about it, but it is Mendelian in incidence, and we can breed it out in two or three generations whenever we like. But have we tried to explain to the

deaf whom they should marry, and should we expect to begin this out-breeding without the help of the deaf themselves? The hereditary deaf are honest, intelligent men and women who do not want deaf children, but who go on marrying each other because more hearing children than deaf are born to them, and who hope for the best. Let them put precision instead of slackness into their marrying and the rate of deafness will soon lessen and ultimately disappear. There is room for propagandist work here, and the deaf in the long run would welcome it.

I have said nothing about Tuberculosis of the Ear in children. It usually attacks the middle ear and spreads to mastoid process and petrous process of the temporal bone, involving of course the internal ear. In this way it often reaches the brain and causes death by Meningitis. As a rule too, the abdomen and chest are involved in these young children, and the aurist finds he is dealing with a condition in which the ear infection is the least serious element. Tuberculosis of the ear appears during the first or second years of life, and the most of the children die before school age, so that the disfiguring paralysis which is common is seldom seen in the classroom.

The amount of individual and national loss originating in the deafness and ear disease of early childhood is incalculable. Think of the time and devotion—never mind the money—spent by teachers in bringing the deaf child up to the plane of the hearing child, and remember that the teacher never wholly succeeds. Watch the deaf adult fight shy of society, because morose and dull, or seek companionship amongst his fellow unfortunates. I am glad that in both America and Britain efforts are being made to give all the deaf lip-reading lessons and most of the dumb speech. But in spite of fine architecture, in spite of the devotion of splendid teachers, in spite of charity running over, an institution for the deaf is an appalling thing. And why? Because nearly all the deafness can be prevented. Is there nobler service which one generation can offer to that which is to follow it, than the prevention of deafness?

PRESIDENT PHILLIPS: The next paper was contributed by J. Dundas Grant, M. A., M. D., F. R. C. S., of London. It will be read by Miss Clara M. Ziegler.

#### DEAFENED SERVICE MEN IN THE UNITED KINGDOM

By

J. DUNDAS GRANT, M. A., M. D., F. R. C. S., Major, (retired), President of Special Aural Board, Ministry of Pensions, and HENRY LLOYD INGRAM, Captain, Late Teacher of Lip-reading at Belleville, Ontario, Secretary of Special Aural Board.

In order to deal with the increasing number of men discharged from the Army and Navy on account of deafness and ear disease, the Special Aural Board in London was organized in August, 1917, with Major Dundas Grant as President, while in other parts of the United Kingdom Aural Boards were established, where required. On all the boards a specialist on Lip-reading is associated with the aural surgeon and they decide as to the degree of disablement and the necessity of lip-reading instruction or treatment, or both.

The work in London was at first carried on at the town residence of Lord Lamington, who generously placed it at the disposal of the Ministry until it was removed to the roomy Official Headquarters at 28 Park Crescent, the scene of the activities of the Aural Board, the Lip-Reading School, the special evening Aural Clinic and the Club (feeding and recreation) for the pupils.

The Secretary (Captain Ingram) and his staff include among other duties the finding of work for those in want of it and the supplementing of pensions and allowances by private contribution in cases of special need for such assistance.

Up to the present about 10,000 men have been discharged from Military or Naval Service on account of deafness or disease of the ear. A considerable number of these have useful hearing and a smaller number are classified as very deaf. Of the latter a large proportion have been recommended for instruction in lip-reading. Fortunately, up to the present even a high degree of deafness

has not prevented a man from doing useful work. (This is shown by the returns of the Special Aural Board for Lancashire, Cheshire and Westmoreland, for which we are indebted to Mr. Nelson, Principal of the Royal Schools for the Deaf, Old Trafford, Manchester).

It is reported that up to June 30, 1919, out of 1,985 men discharged on account of deafness or ear diseases, 1,598 (84.3%) were at work and only 297 (15.7%) out of work. There is every probability, however, that in time men with defective hearing will find themselves handicapped in the fight for work in spite of all artificial expedients on the part of a beneficent government and in view of the regulations enforced by the trades unions. The best hope for them lies in the acquisition of the faculty of lip-reading for purposes of verbal communication, and still more in such improvement in hearing-power as patient and skilful treatment can afford them.

An early start in the teaching of lip-reading was made in Edinburgh where the Edinburgh Lip-reading Association established a class on May 1, 1917 under the tuition of Miss M. E. B. Stormouth (now Mrs. Mann), of the Edinburgh School-Board. The teaching was excellent and the results, according to Mr. Sibley Haycock's report, were most satisfactory. The activity of this centre increased when it received the State recognition and support to which it had established its claim.

The first lip-reading class in London for Deafened Soldiers and Sailors under the Ministry of Pensions was opened in the autumn of 1917. The teachers were drawn from the teaching staff of the National Association for the Oral Teaching of the Deaf, the organization and technical direction being in the hands of the principal, Mr. Sibley Haycock. At a later period teachers were also supplied by the London County Council under B. P. Jones, the Superintendent of the Council's Schools and Training Classes for the Deaf and Blind.

At present three classes are held in the day time, consisting of upwards of forty-five pupils; these classes are primarily intended for men with such a high degree of deafness that lip-reading is for them

not merely desirable but actually indispensable.

The results have been classified by Dr. Eichholz as follows:

1. *Entirely satisfactory.* These include cases whose lip-reading attainments place them practically on the level of hearing people; that is to say they lip-read a stranger as though they were practically in full possession of ordinary hearing power.

2. *Satisfactory.* This category included cases possessing a useful acquirement of lip-reading, and who respond either (a) after not more than a single repetition or, (b) after they have repeated the question as lip-read in order to make certain that they have understood rightly.

3. *Fair.* These cases respond to simple sentences only, and require questions to be repeated from three to five times before they apprehend rightly.

4. *Unsatisfactory.* These cases respond merely to single words after frequent repetition. They are apt to suffer also from neuro-muscular changes, resulting in flattened or rough voice.

Out of 157 men who have attended or are attending the day classes at Park Crescent 109 passed out and the results were as follows:

Entirely satisfactory .....	27
Satisfactory .....	23
Fairly satisfactory .....	20
Unsatisfactory .....	8
Unclassified (having left before end of course for reasons of ill health, business, etc.) .....	22
	<hr/> 109

Day classes are also held at Margate, Doncaster, Brighton and Edinburgh.

For those whose deafness is not so extreme as to prevent them from following their occupations there are *evening classes* in London, the larger number of which are established under the London Council in various populous districts, in addition to one held at Park Crescent.

Evening classes are also held at Carlisle, Stockton-on-Tees, Newcastle-on-Tyne, Liverpool, Edinburgh, Dublin, Exeter, Birmingham, Stoke-on-Trent, Cardiff, Derby, Leicester, Nottingham, Glasgow, Hamilton, Paisley, Aberdeen,

Doncaster, Hull, Bradford, Halifax, Leeds, Middlesborough, Sheffield, Manchester, Bolton, Burnley, Rochdale, Oldham, Chester, Grimsby and Plymouth.

Good work has been accomplished in all, but, from the nature of things the attendances have not been all that could be desired, and this is from various causes, the chief of which may be that the men are too tired after their day's work to concentrate their minds on lip-reading. The existence of these classes has been made known by the Ministry by circularization of the men, by personal visitation and by advertisement in the papers so that as far as practicable they are at the disposal of every man within the district.

In view of the monotony and nervous strain involved in the concentration necessary for learning lip-reading it is absolutely essential that the men in the intervals of instruction be afforded *means of recreation*. For this purpose a *Club* is conducted at Park Crescent by Mrs. Dundas Grant, wife of the President of the Board, consisting of dining-room, billiard rooms, recreation rooms and reading rooms, the benefits of which are much appreciated by the students.

The hours of instruction are from 10 to 12 and from 2 to 4, varied by breaks of 15 minutes twice each session. At 12.15 a good hot dinner is served in the dining-room at a charge much below the actual cost of the provisions, and tea is given at 3.15. The men are made to feel absolutely at home, and being so treated, there has never been any need for the exercise of disciplinary measures.

The health of the men attending these classes is held to be the first consideration and Dr. Grant makes a special visit to the school each Monday and Friday to give aural treatment to all who need it, and at any other time when notified that a man "is under the weather."

It has been said that the army is a great leveler, but nowhere is this more emphasized than at Park Crescent, where we have officers and men mingling together, at work and play, in perfect harmony and goodfellowship. When a man comes to us, it is unusual to find him otherwise than despondent, irritable and almost without hope of ever bettering his

condition, but in a few days of association with his fellow-students he begins to feel that perhaps there is still a chance for him, and each succeeding day sees him brighter and improved in health. A new man is often surprised to find that his is not the very worst case in the world, and that every one of the students at Park Crescent is just as deaf as he, suffers from the very same head noises, giddiness, and lacerated nerves, and that the common disability binds them all in sympathy and comradeship. All classes are represented here, including a major from the war office absolutely stone deaf, caused by Active Service, an actor, a teacher, a builder, a bank clerk, young subalterns, a Captain, tradesmen, farmers, labourers and men of independent means. Men of limited educational attainments have hesitated to commence a course in lip-reading, thinking that unless they were good scholars, they would never learn to read the lips, but the men who have graduated from the classes know by experience that an academic degree or a public school career is not the chief requirement in a student of this subject. Indeed one of the very best men the school has turned out was a dock labourer from Bethnal Green who, to use his own words "had not had much schooling."

As soon as a man enrolls in the day lip-reading classes, the teachers find out whether he would be able to return to his pre-war occupation, and if by means of his disability such would not be desirable, an endeavor is made to find him training in some good trade, and something has been found for every man on his graduation, either training or work. While under instruction in lip-reading or learning a trade, a man receives from the Ministry of Pensions the full allowances for himself and family, which, with the increase now being made, will enable him to live comfortably until such time as he finds employment. On completion of his course in lip-reading, a man is not just turned adrift and lost sight of, but a policy of "after-care" is pursued so that every graduate is enabled to keep in touch with us. Many gratifying letters have been received from the "old boys" expressing deep appreciation of the benefits

derived from a knowledge of lip-reading.

It has been felt by those experienced in working with the deaf that it is not desirable or profitable to attempt to train persons with defective hearing in general classes, and the new scheme of the Ministry of Pensions which embraces the taking over of two large camps, one at Epsom and one at Blackpool, will provide for the deaf to be in charge of instructors, experienced and in sympathy with them. In the meantime a beginning is being made with training classes to be carried on at Park Crescent simultaneously with those for lip-reading. Much valuable experience will in this way be gained as to how far these two fields can be combined and their effect on the men physically and mentally will be carefully watched by the medical and lip-reading specialists.

The most elaborate machinery has been constructed by the Ministry of Pensions for the security of the welfare of the deafened discharged men. When the labour market becomes normal the need of lip-reading will be more acutely felt and the means of acquiring instruction will be there to hand. The facilities for treatment have been fully appreciated and utilized. It remains to be seen whether the enormous practical advantages of the training now being offered will be realized as they ought to be, but to this we look forward with the utmost hopefulness.

PRESIDENT PHILLIPS: The next paper will be a report on the work in speech-reading in the Boston evening schools, since January, 1917. This report will be presented by Miss Sally B. Tripp.

#### REPORT ON THE WORK IN SPEECH-READING IN THE BOSTON EVENING PUBLIC SCHOOLS, SINCE JANUARY, 1917

BY SALLY B. TRIPP

Friends and Fellow Workers: It gives me great pleasure to meet with you this afternoon to welcome those of you who come from afar to this city and to tell you something about what the City of Boston is doing for her deaf adults, a work which is very dear to my heart.

On the second of January, 1917, in a room in the Central Evening High School, a class in lip-reading was organized with 23 hard of hearing adult pupils. The School Committee had authorized this class in response to a popular demand as evidenced by a petition signed by twenty persons.

I myself taught the class alone that first night, but so many applications poured in that Miss Jennie M. Henderson, now the assistant principal of the Horace Mann School, was appointed and began work on the second lesson.

The undertaking was a success from the very beginning. We enrolled 67 the first term and the attendance was remarkable from first to last, although the pupils came from all parts of Greater Boston and in all cases where the legal residence was outside city limits they had to pay tuition.

The pupils have varied in age from 17 to 70 and in all degrees of deafness from the totally deaf to those whose hearing was only somewhat impaired.

The classes have met three evenings a week for the last three years in the Library of the Boys' English High School. Beginners have met Mondays and Thursdays and advanced classes on Tuesday evenings from 7:30 to 9:30.

The classes have been comprised of persons from various walks in life, including professions, trades, businessmen and women and housewives.

The pupils' interest in and devotion to their work has been most commendable. One and all have testified to the practical benefit received from the lessons. They have found these lessons helpful in their daily life at home among their families and friends, when shopping, at church, or in social and business life—by enabling them to more readily understand what is being said. Speech-reading has made the pupils more cheerful and less sensitive of their loss of hearing, and has opened up to them closed doors. It has preserved to the community independent and productive citizens who might otherwise have been isolated. It has relieved the nervous strain which accompanies deafness. Some of the pupils have been able to discontinue the use of their instruments hitherto found necessary.

Because of the individual participation in the lessons, the speech of the pupils, which deafness has caused to become more or less imperfect, has improved.

A great variety of work has been done, such as colloquial phrases and sentences, sentences containing homophenous words made and read by the pupils; names of cities; stores and streets in Boston; names of authors and noted magazines and books; advertisements and health-grams; conundrums; puns; sentences for association of words; Mother Goose Rhymes; poems; questions on a hidden object; descriptions of a picture; stories; games; dialogues; and plays.

The programs, which have been carefully arranged, have aimed to be progressive, instructive and interesting and have stimulated the pupils to further endeavor with the result that three pupils have supplemented their work with Normal Training Courses and have become successful teachers of speech-reading in private schools for the deaf in Boston and California.

Under the rules of the School Committee, no one who teaches in a day school may serve more than five years at a time in the evening work. My term of service is now completed, but the evening classes for the adult deaf are to go on, since they meet a real need in the community.

It must be borne in mind that my assistants and I are all teachers of deaf children of long experience in oral schools for the deaf. Such schools have always been obliged to teach lip-reading to suddenly deafened children of perfect speech, as well as to those who were slowly losing their hearing. During this long experience many principles of the teaching of lip-reading have been crystallized and these have very naturally influenced us in our work with the adult hard of hearing.

We have examined all the text-books on the subject we could find and have availed ourselves of exercises from all of them, adapting them to the needs of the pupils in accordance with long recognized principles. We use the Nitchie Text-book for our first-year classes, but in all classes of a higher grade use lessons especially prepared by ourselves.

*(The Proceedings will be continued in the January VOLTA REVIEW.)*

HOMOPHENOUS WORDS

BY CORALIE N. KENFIELD

ONE of the stumbling blocks in the path of the lip-reader is the great number of homophenous words with which he has to contend.

If half of the words used in ordinary speech have words homophenous to them, how are they to be told apart, when the eye, be it trained to its highest degree of efficiency, cannot tell one word from another, as all appear alike on the mouth.

The process is largely a mental one, and calls for the highest development and use of the powers of synthesis and intuition.

If synthesis and intuition are natural mental endowments of the student of lip-reading, the difficulties presented by homophenous words are lessened, as the mind quickly substitutes the word missed by the eye, and constructs a logical and complete thought.

It is the student with the analytical mind who trips and falls over the homophenous words, as he must see every word before he can complete the full thought of the sentence.

This hunting for words makes for slowness in lip-reading and is a process to be avoided.

Fortunately for this class of pupils, there is a physiological if not scientific basis upon which rests in a great measure the solution of the problem.

Absolute familiarity with the sounds having homophenous revelation is the first step, familiarity to such a degree, that the student does not have to stop to figure out the homophenous sounds, but can name them instantly. Such proficiency comes only from practice, and from a perfect understanding of the principles upon which we base homophenous sounds and words.

We have what seems to us a good method of practice for all classes of students with regard to homophenous words.

One word only of each group of homophenous words is written on the board and under each word are drawn lines, one line for each word to be supplied. Thus:

1	abuse	5	fade
	_____		_____
2	bay		_____
	_____		_____
	_____		_____
3	dish		_____
	_____		_____
	_____		_____
	_____		_____
4	can		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

In this way the student sees at a glance how many words he must supply.

This practice on homophenous words is given in class. The pupils arrive some fifteen or twenty minutes before the class is called, and with paper and pencil, without the teacher present, set about thinking for themselves.

Those having had one course of lip-reading lessons or more, and who are familiar with the homophenous sounds and words, help the pupils who are not so far advanced, explaining to them the sounds that are homophenous and how this knowledge is used in finding out the words to be supplied. By the time the class is called, most of the pupils are prepared for the sentence work.

A sentence containing an homophenous word is given. Not always does the first sentence given contain the word written on the board.

The sentence is repeated twice only, and the pupil who reads it immediately comes forward and repeats it to the class, then turns and writes the missing word in one of the spaces on the board, in the correct group.

Absolute verbal accuracy is demanded from the quick pupils, whereas the slower pupil who catches the thought of the sentence and who can supply the missing homophene, is encouraged to come forward.

In this manner, all spaces upon the board are filled, and all pupils have a

hand in the filling, and have applied their knowledge.

This work is given regularly as a weekly drill, and has given greater proficiency than all written instruction upon the regular lesson forms will ever give. We write, "memorize these homophenous words" but from experience, we have found that it is the exceptional pupil who follows instructions, whereas when all are working together, the incentive of competition makes a game of work which is easily played with gratifying results.

#### THE DETROIT LEAGUE

The newly organized Detroit League has succeeded in introducing free lip-reading instruction and practice in the night schools for adults; it started with one class but now that class has grown to fifty and divided into three classes. The league has one hundred members, thus half of them are taking lip-reading instruction. The Detroit League has two mottoes, one is "Every hard of hearing person a lip-reader" and the other is the one word "GIVE." Their policy is not to leave any person out who can benefit by the league, so they make no charge, but only ask members to give to the best of their ability, for the league needs money to carry on its purpose. The league headquarters are still in the Detroit Board of Commerce, but a social is held every Thursday evening in Cass Technical High School. The lip-reading classes meet at Central High, Eastern High and Cass High, every Monday and Wednesday evenings.

At the last regular meeting of the league the following officers were elected: Miss Gertrude Van Adestine, honorary president; Mrs. Henry Deuter, president; Mr. A. W. Feiler, vice-president; Mr. Thomas Orr, treasurer; Miss Marie Cassell, recording secretary; Mr. John M. Orr, corresponding secretary and director of promotion. The Board of Directors consists of R. A. Bury, chairman; Miss Gertrude Van Adestine, Miss Lucie M. Dumon, Dr. Emil Amberg, Dr. Shurley, Superintendent of Schools, Frank Cody, Attorney William Quaine, Mr. John M. Orr, Mrs. Henry Deuter, Mr. A. W. Feiler, Mr. Shader, Mr. Thomas Orr.

The first thing the league is striving for is industrial independence. Accordingly, it is planning to start a "letter shop," where all kinds of form letters will be produced on the multi-graph. Later, a print-shop may be added and a sewing establishment for the women members.

The league is an ardent advocate of the Volta Bureau and the VOLTA REVIEW, and believes that that they should become more generally known, and to this end all of its members will aid in any project to further the interests of the Volta Bureau. It may be a revelation to too many to know that, out of one hundred and twenty in the Detroit League, only fifteen had

ever heard of the Volta Bureau or the VOLTA REVIEW. Of course the magazine is known in all schools for the deaf, but among the adult deaf throughout the United States few have ever heard of it, only those who have attended schools for the deaf. So let us help push the Volta Bureau; it is a great institution for good to all who wish to avail themselves of its knowledge, and the VOLTA REVIEW is simply indispensable to one who is deafened.—

CONTRIBUTED.

#### MISQUOTED

Dear Volta:

I was surprised at the impression of myself that I received from the report of the Detroit meeting, in the October VOLTA REVIEW, as regards my attitude toward hearing people. Inasmuch as that is one of my pet theories, I will take the trouble to state it myself.

I once said to Mrs. Weeks, a wide and wise worker in this field, "What do you consider the outstanding feature of the Toledo League?" and quickly came her reply, "The continued contact with hearing people." That is as we would have it. We want our hearing friends and *we want them to want us.*

One-third of our members hear normally. To be sure they are associate members, but they are very active associate members—on the Board of Directors, on Committees, interested workers in all our affairs. Our social functions are very popular, regardless of ears. We have taken our place in the civic life. We are in interested, and, I hope an interesting group, solving our own peculiar problems but solving them so well that we make others forget we have them.

Not for worlds would we segregate ourselves!

MRS. RODNEY C. DEWEY.

#### "THE SUBTILE ART"

The "subtile art" of hearing with the eyes! What cheer and comfort in that science lies!

For only those by sad restrictions bound,  
Whose ears are dulled or deafened to all sound,  
Know how the "hearing eye" their need supplies.

If o'er our heads, perchance, are darkened skies.

We'll look for silver linings if we're wise;  
And find them in the lessons that expound  
"The subtile art."

'Tis not an easy task, you may surmise,  
To learn the art of hearing with the eyes,  
Patience and perseverance, each a round  
By which we climb until success has crowned  
Our efforts. O, the hopes it verifies,  
"The subtile art"!

ELIZABETH TULLY

Los Angeles League for the Hard of Hearing.



## TWO SPLENDID ARTICLES

## AN EDITORIAL

The November issue of the *American Magazine* is of more than usual interest to readers of THE VOLTA REVIEW because of two articles. "The Story of a Famous Inventor," by Mary B. Mullet, gives a résumé of the life of Dr. Alexander Graham Bell, calling attention throughout to his interest in speech and in the deaf. There are a number of delightful stories of Dr. Bell's young manhood and experiences in trying to gain recognition for the telephone, and the account of the old Volta Laboratory and the establishment of the Volta Bureau brings out strongly the spirit of unselfish service to others which has always dominated the actions of the great inventor.

"My Father," by Frank Hodges, Jr., is a tribute to the wisdom and love of a father who planned and followed every step along the pathway of his deaf son, enabling the boy to overcome his handicap to such an extent that he is about to graduate from the University of Missouri. We heartily commend to our readers both of these articles.

## FRIENDS WHO ARE HELPING

During the past several months, new subscriptions have been sent in by the following good friends. Work of this sort is very helpful to the magazine and is deeply appreciated. In addition to the names listed, there should be mentioned that of Mr. John M. Orr, of Detroit, through whose interest and coöperation many members of the newly organized Detroit League for the Hard of Hearing have sent in their own subscriptions to "Our Magazine."

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## A WORD OF TRIBUTE

Montreal, October 14, 1921.

Volta Bureau,  
35th St. and Volta Place,  
Washington, D. C.

Mr. De Land's resignation as Superintendent of the Volta Bureau and Secretary of the Association has been looked upon by the whole profession as a real mishap, as far as the betterment of the deaf is concerned. The position he filled to the entire satisfaction of all readers of the VOLTA REVIEW and of every member of the Association betokened a resourceful man of no mean attainments, thoroughly acquainted with the many subjects he handled.

Every one of us will miss him; so the deaf at large. We wish him God-speed in his retirement and we cherish the hope that his health will be good again soon; and should circumstances permit, we formulate the desire he should be reinstated in his former position.

H. GAUDET.

Dr. A. L. E. Crouter of the Mt. Airy School for the Deaf, has generously presented a bound volume of the *Mt. Airy World* for the year 1920-21, to the library of the Volta Bureau.

## THE CLEVELAND CLUB

As one means of arousing interest among the general public, the Lip-Readers Club of Cleveland has distributed, among the various churches of the city, a notice to be published in church bulletins. The notice gives a short, graphic account of the purposes and activities of the club, and the address of its headquarters, and states that the request for publication has the hearty endorsement of certain well-known ministers of Cleveland (giving their names and churches).

The club is making preparations for a Christmas Bazaar, at which it will offer for sale articles made only from unbleached muslin.

## THE PITTSBURGH LEAGUE

Under the auspices of the Pittsburgh League for the Hard of Hearing, free classes in lip-reading are now offered in the public evening schools of Pittsburgh. The classes are open to those between twenty and sixty years of age, who have full power of speech and command of language.

The classes were opened October 11, with an encouraging enrollment of twenty-two, with many more in prospect.

## LIP-READING IN ST. LOUIS

Free classes in lip-reading have been established by the Board of Education in the St. Louis Public Evening Schools. Three teachers are now in charge of as many classes, twice a week, and there is a demand for more teachers. To meet this demand, the Board of Education is offering, under the auspices of the Teachers College, a normal course for teachers of lip-reading. Mrs. A. M. G. Pattison, who trained the teachers already serving, is to be in charge of this course, which consists of observation, theory, story-telling and practice-teaching.

It is strongly hoped that lip-reading for the hard-of-hearing child in the public schools will also be introduced in the near future by the St. Louis authorities.

## THE STUDIO OF SPEECH-READING

A recent advertisement announced the establishment of the Studio of Speech-Reading, in New York, opened on October 6 by Mrs. N. Todd Porter, Jr., who has secured the services of Miss Jane B. Walker. Both Mrs. Porter and Miss Walker are teachers of wide experience, and the studio, at 115 East 56th St., New York, will doubtless accomplish a great mission in helping to spread the knowledge of speech-reading among the deafened. Its popularity has already been attested by the fact that so many speech-readers subscribed for its Friday lectures that the studio proved too small to accommodate them, and a room at the Colony Club, 51 East 62nd St., had to be engaged for the lectures. Interest felt outside of New York has been shown by the fact that the studio, in the short time since its opening, has received guests from Boston, Washington, Pittsburgh, Kansas City, Cleveland, Toledo, and other cities.

## SPEECH-READERS GUILD OF BOSTON

One of the members of the Guild, Miss Clara M. Ziegler, of the New England School of Speech-Reading, recently presented a delightful lecture before the Knickerbocker Studio Club of Speech-Reading, New York. Miss Ziegler's topic was "Where My Hobbies Have Carried Me."

## IN SILENT FIELDS

How silence feels, we deaf all know,  
Among the sounds that 'round us flow  
We must keep pace, and though we sigh,  
Lip-readers, bravely watching, vie  
With hearing folk who think we're slow.  
We are the deaf. Short days ago  
We heard, loved music, voices low,  
Took part in all, but now we bide  
In silent fields.

Have patience, please, and let us show  
To you, of hearing ears, who know  
Not this, how you may help us by.  
If ye break faith with us who try,  
We must not rest, though there is woe  
In silent fields.

RUTH B. HILTON

With apologies to Col. John McCrae.

## THE NEW SCHOOL IN PHILADELPHIA

The opening meeting of the weekly Conversation Class of the Pomeroy School in Philadelphia, was quite auspicious. Mrs. W. P. Johnson, president of the Kansas City League for the Hard of Hearing, was the special guest of the school, and gave an animated account of the founding of the League, and its subsequent usefulness. Mrs. Johnson has just returned from Washington and paid her respects to that city, especially the *VOLTA REVIEW*.

Miss Clara M. Ziegler of Boston, spoke of the relation of that city to "the most interesting people in the world"—the deaf. Mrs. Hubert, president of the Speech-Reading Club of Washington, talked in a very interesting way of the deaf at the Capital. Miss Cora E. Kinzie, Principal of the Kinzie School, then told of the wonderful growth of the study of speech-reading since she founded her school, seven years ago.

Here was represented about fifteen hundred miles of The Good Old U. S. A., which seemed to give the meeting a national character, so Miss Grace Holloway conducted a Spell-down, "to see who is the champion lip-reader of America." Five cities were represented: Washington, New York, Kansas City, Boston and Philadelphia, and the City of Brotherly Love took the prize. Miss Augusta E. Holloway was left standing alone.

After the meeting Mr. Pomeroy was asked to give a demonstration of "The Simplified" to the teachers present. This he did, and both the simplicity and the system seemed to appeal to all, calling forth manifestations of surprise and approval.—CONTRIBUTED.

### NORTH CAROLINA TEACHERS TO HEAR LECTURES

In a recent issue of *The Deaf Carolinian* we note that arrangements are being made by the Superintendent to have several prominent educators deliver addresses, during the year, to the Teachers' Association of that school. The fact that Mr. Goodwin has secured Dr. C. E. Brooks, State Superintendent of Public Instruction, for the first speaker is worthy of comment, and the plan, we believe, will be of interest to other schools.

### MARTIN INSTITUTE FOR SPEECH CORRECTION

Dr. Frederick Martin has resigned his position as Director of Speech Improvement in the public schools of New York City to become the head of the Martin Institute for Speech Correction, associated with the Ithaca Conservatory of Music.

For many years the vocal department and school of expression of the Conservatory have received requests from all parts of the country from those suffering with defects of speech, and a decision has been reached to help this class of sufferers.

After visiting several well-advertised speech clinics and stammering schools, the secretary-treasurer of the Conservatory spent several weeks at Dr. Martin's summer school. He saw many cases of speech defects corrected, and, six months later, followed up these cases to ascertain whether the results had been permanent. The investigation was absolutely convincing, says the secretary-treasurer, and the Ithaca Conservatory then offered Dr. Martin the Directorship of the proposed institute for speech correction.

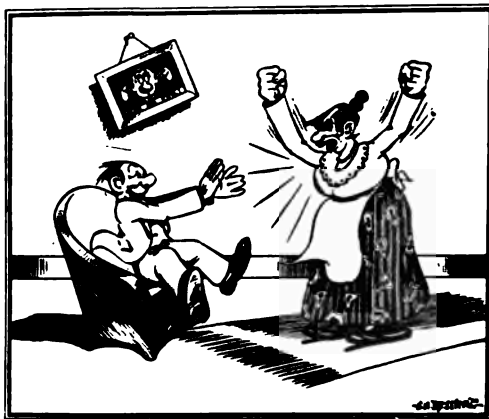
Two courses are offered by the Institute—a corrective course for the various forms of speech disorder, and a comprehensive normal course of two years.

### SPECIAL DAY CLASSES IN NEW ZEALAND

During the last year or two special day classes have been opened in the large centers of New Zealand. These are staffed by teachers trained at the Sumner school, and at present cater to partly deaf children, children who have lost their hearing after learning to speak, children with defective articulation, stammerers, and adults desirous of learning lip-reading. Very satisfactory results have been achieved.

(From a member in New Zealand.)

Miss Mary New, who is well known at the school, having taught here a few years ago, has been appointed to the editorial staff of the *VOLTA REVIEW* in Washington, D. C. Miss New is a capable young woman and will no doubt meet with success in her new work.—*The Deaf Carolinian*.



Mr. Pollyanna: There's one consolation in being deaf—I can't hear a word you say. Ha! ha! haw! Martha!

—S. N. KESSLER.

### A COSTLY INFIRMITY

A lady whose sister was coming to Boston was hunting up a room for her. She found one that seemed very reasonable, and the landlady explained, "This is really a \$5 room, but I will let it for \$3.50 because the cars pass close by and I'll admit it's a little noisy."

"Oh, that won't trouble my sister," said the caller. "She's extremely deaf."

"Ah," said the landlady. "In that case I must charge her full price."—*Boston Transcript*.

### AN ADDED AFFLICTION

At the dinner table his elders had been discussing the State School for the Deaf, while seven-year-old Johnnie listened interestedly.

That evening, when preparing for bed, he looked earnestly into the face of his older sister and sighed.

"Wouldn't it be awful to be deaf, Titi?" he said. "Just think of having to wash your ears every day and never getting any good out of them at all!"—*Harper's*.

### ALL IN THE POINT OF VIEW

"What would your mother say, little boy," demanded the passer-by virtuously, "if she could hear you swear like that?"

"She'd be tickled to death if she could hear it," answered the bad little boy. "She's stone deaf."—*Fun*.

Public School 47, New York, for deaf children, has made a gift of sympathy of \$22.55 to the children of Armenia. From tiny kindergartners, who, besides being deaf have not yet learned to speak, up to the oldest child in the school, they have given up their sweets that those far-off children might have bread.—*The New Near East*.

## DEATH OF MISS SUTHERLAND

Miss Leela M. Sutherland, for thirty-seven years a teacher in the Rochester School for the Deaf, died September 9, 1921.

A memorial service was held at the school on Sunday, September 18, at which time many tributes were paid to the beautiful character of Miss Sutherland. Mr. Forrester, Superintendent of the Rochester School, said in part:

"I have met many teachers of the deaf in my time, but never one more efficient, more modest, more devoted, more loyal, or more faithful."

The October number of the *Rochester Advocate* is a memorial number to Miss Sutherland, whose loss will be severely felt at the school.

## HEALTH TEACHING

The Volta Bureau has just received from the Bureau of Education, Washington, D. C., one of its Health Education pamphlets, on the subject of teaching "health habits" in the elementary schools.

This volume is full of excellent suggestions, most attractive and interesting, and much information which would be of value and service to all mothers and teachers.

A note states that a sample copy of *Suggestions for a Program for Health Teaching in the Elementary Schools*, will be sent free of charge. Readers are advised to avail themselves of this opportunity to procure a copy of such an instructive little book.

## THE RE-EDUCATION OF APHASICS

*A Reply to the American Teacher Who Offered Suggestions*

(See page 313 in the June, 1921, VOLTA REVIEW)

Mysore, India, Aug. 14, 1921.

Dear Madam:

Please allow me to offer my sincere thanks for your kind letter, *re* the re-education of Aphasics.

You may be glad to learn that I was working exactly on the lines, except that I never made use of the left hand. I am giving the patient practice in articulation, sometimes simultaneously with a few definite arm-exercises. This helped me in getting normal voice which continued longer than usual with him. But he is very sensitive, and takes any little disappointment to heart with the result that what he was able to do at one time cannot be had at another time. I am afraid that his age has been a bad impediment to his progress. I have advised him to carefully study "The Friendly Corner" in the July VOLTA REVIEW.

I should like to give the following details: He can use the left side of his body only with great difficulty. He readily comprehends what is said or written to him, but can neither read aloud nor repeat, nor can he make bystanders understand what he means. He makes an honest attempt without being sure of success, but at the same time he knows if he has gone wrong. Copying he does excellently, and he knows the English language also quite well.

*no preaching necessary*  
I hope that this typical case will attract the notice of physicians who may discover what has happened to his motor powers and how they can be beyond his control while the sensory powers are quite obedient.

Once again I thank you for ready response on the subject, and hope that this will create discussion in our popular, scientific journal, the VOLTA REVIEW.

Yours sincerely,

P. N. V. RAU.

## WISCONSIN DAY SCHOOLS

Miss Pauline Camp has been appointed Supervisor of Day Schools for the Deaf in Wisconsin. Great credit should be given to Superintendent Callahan for his foresight in appointing a trained teacher of the deaf to fill this position. This is the first instance in the history of Day Schools in which the State inspector has been a trained teacher.

## THE EDUCATION OF THE DEAF

The Volta Bureau is indebted to Mr. J. E. Stevens, of the School for the Deaf at Sumner, Christchurch, New Zealand, for a most concise and readable survey of the education of the deaf. The paper was prepared as a lesson for upper grade pupils in the Sumner school. It makes one wonder how many schools for the deaf in this country include a course in the education of the deaf in their curricula.

## FROM AN AUSTRALIAN MEMBER

The Volta Bureau,  
35th Street N. W.,  
Washington, D. C., U. S. A.

Gentlemen:

I enclose herewith a money order in settlement of your account for advertisement, and am pleased to say that I received about 18 applications in answer to the advertisement.

Yours faithfully,

R. F. W.

The Ohio School for the Deaf is trying an experiment which, it is believed, will result in great good to the children and teachers. Every morning at nine-thirty milk and crackers are served to the entire school, thus breaking the long period between the six o'clock breakfast and the twelve-fifteen dinner. Other schools will be interested in hearing of the good effects of the procedure.

## PROGRESS OF SCHOOL IN JAPAN

A letter from Mrs. A. K. Reischauer of Tokyo, states that the little oral school for the deaf there, consisting of thirty-one pupils and five teachers, opened its fall term on September 5. Quite a number of improvements have been made to make the "school-family" more comfortable, and great success should attend their efforts.

# Teachers Wanted and Teachers Wanting Positions

## TEACHERS WANTED

WANTED—Teacher for deaf boy of 10 years. Has had six years' oral training. Address, Box 22, Volta Bureau.

WANTED—A teacher familiar with articulation and correction of speech defects to undertake this work in private boarding school for backward children. Address: Box 394, Volta Bureau.

WANTED—An experienced oral teacher for a primary grade. Albany Home School for the Oral Instruction of the Deaf, 98 Pine Ave., North, Albany, N. Y.

TEACHER WANTED—Day School for the Deaf. Special training required. Address Superintendent of Schools, Des Moines, Iowa.

## PUPILS WANTED

Teacher trained in auricular work will form a class for the development of hearing among partially deaf children, in or near Pittsburgh. Address A. P. S., Volta Bureau.

TO GO ABROAD—Two exceptionally well-trained and experienced oral teachers wish to teach together in a foreign country. Address C. C., Volta Bureau.

## BOOKS WANTED

WANTED—A copy of Arnold's History of the Education of the Deaf, in one volume. Will pay good price. Address, Box 66, Volta Bureau.

## ACOUSTICONS FOR SALE

1 instrument of the S. R. D. type, a desk instrument with 2 receivers, in fine condition, cost \$70; price \$35. 1 instrument Multi-Acousticon type, desk instrument with four receivers, in fine condition, cost \$100; price \$50. Address, E. E. C., 250 Fifth Ave., New York.

## ENGRAVERS AND ETCHERS

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## CORRECT ENGLISH HOW TO USE IT

A MONTHLY MAGAZINE—\$2.50 THE YEAR

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EVANSTON, ILLINOIS

## BOOKS FOR THE DEAF By Louise Upham

Principal of Cresheim Hall, Mt. Airy, Philadelphia  
The Beginner's Book

Cloth..... \$1.00

The Question Book—For Second-Year Classes

Cloth..... \$1.00

Language Drill Stories—For Third-Year Classes

Cloth..... \$1.00

What People Do—Short Lessons on the Trades and Occupations

Cloth..... \$1.00

The above books are attractively illustrated in color

Send orders direct to the author

CRESHEIM HALL

Mt. Airy

Philadelphia, Pa.

## THE CLARKE SCHOOL

NORTHAMPTON, MASS.

Established in 1867

An endowed School for Deaf Boys and Girls. The Oral Method is employed and imperfect hearing is trained. Pupils are admitted to the Primary Department at five years of age, while Grammar-School grades fit students for High-School work. Manual Training is provided for both boys and girls. The pupils are grouped according to age, in three carefully supervised homes. There is a new central school building, a well-equipped gymnasium, and ground for out-of-door sports.

Principal, CAROLINE A. YALE

## ITHACA CONSERVATORY OF MUSIC, INC.

announces the opening of  
THE MARTIN INSTITUTE FOR  
SPEECH CORRECTION

under the direction  
of

DR. FREDERICK MARTIN

(himself once a confirmed stammerer)

Formerly Director of Speech Improvement, New York City.

Director Speech Clinic, College City of New York.

Director Speech Clinic, Hunter College.

Lecturer, Post-graduate Medical College, New York City.

Courses for the correction of stammering, stuttering, lisping, lalling, aphasia, mutism and attention deafness.

NORMAL COURSES to supply the great demand for teachers of Speech Improvement.

Address

429 DeWitt Park ITHACA, N. Y.

The Volta Review is the "Who's Who" of the Speech-Reading World.

# The Volta Bureau



THE VOLTA BUREAU for the Increase and Diffusion of Knowledge Relating to the Deaf was founded and endowed by Alexander Graham Bell in 1887. It was the hope of the founder that other scientists, men of affairs, instructors of the deaf, parents of deaf children, and all who were in sympathy with any movement to determine and eliminate the causes that lead to deafness would be encouraged to make free use of its facilities and carry on researches that might determine how to eliminate or minimize the detrimental effects of deafness. The Volta Bureau was the property of the trustee, Alexander Melville Bell, and his successor, Charles J. Bell, from June 27, 1887, until 1909, when, at the suggestion of its founder, the Volta Bureau was presented to the American Association to Promote the Teaching of Speech to the Deaf, a philanthropic organization founded and endowed by Alexander Graham Bell in 1890. The Directors of the Association were left free to expand the work the Bureau had been doing in whatever way changing conditions might make desirable.

The Volta Bureau derives its name and its endowment from the fact that the Volta Prize, created by Napoleon, was conferred by the Republic of France on Dr. Bell for his invention of the magneto-electric speaking telephone. The 50,000 francs (\$10,000) received were invested by Dr. Bell in equipment and supplies for the Volta Laboratory, which he established, wherein experimental work resulted in the invention of the graphophone, the flat wax disc record, the cylindrical wax record, and an improved form of phonograph. From the amount received for his share in these inventions, Dr. Bell set aside the sum of \$100,000 as an endowment fund "for the increase and diffusion of knowledge relating to the deaf," while the aggregate of his later gifts more than equals that sum.

In furtherance of its primary purpose of increasing and diffusing "knowledge relating to the deaf," the Volta Bureau has paid for the printing and distribution of several hundred thousand copies of various contributions to knowledge concerning various phases of deafness, including the alleviation and prevention of deafness, and the correction of defective speech.

Forming a part of the Volta Bureau is a fire-proof reference library that contains a more nearly complete collection of literature on all phases of deafness than can be found anywhere else in the world. This reference library also contains a large collection of works on phonetics, language, speech, voice, elocution, etc. Before his death, in 1905, Alexander Melville Bell, an eminent phonetician, lecturer on elocution, and inventor of a universal alphabet (physiological phonetic symbols), presented his valuable professional library, containing many books long out of print, to the Volta Bureau. Many other good friends have also presented valuable professional works to this reference library.

Among its other collections, this reference library contains more than three thousand volumes of American and foreign periodicals published by or for the deaf, or relating to the education of the deaf, or to the alleviation and prevention of deafness. More than one-half of these periodicals are no longer published, and the Volta Bureau probably has the only copies in existence. This reference library also contains files of reports from all the residential State schools for deaf children; and of some of these schools it has the only known complete files.

The library also contains the valuable collection of books, pamphlets, periodicals, and reports that Alexander Graham Bell gathered while investigating the causes of deafness, and the manuscripts and note books of his own extensive researches in the matter of family deafness. Dr. Bell's gift also included a large and valuable collection of genealogical works, as well as many rare works on the education of the deaf.

Many institutions, both foreign and American, publish their own text-books, and send a copy of each to the Volta Bureau for preservation in its reference library.

The Volta Bureau welcomes visitors. It does no teaching, recommends no one method of instruction, offers no medical advice, and has no remedies to sell. In no sense is it a commercialized institution. The philanthropic service it freely gives is known the world over, and more than three-fourths of this service is rendered through correspondence. It is located at the corner of Thirty-fifth Street and Volta Place N. W., Washington, D. C.

# Normal Training Course for Teachers of the Deaf

**O**WING to the great demand for teachers of the deaf who have had thorough pedagogical training together with practise in teaching, the New Jersey State Normal School at Trenton, in co-operation with the New Jersey State School for the Deaf, has introduced a two-year course for the preparation of teachers of the deaf.

In addition to the formal course outlined, lectures will be given by specialists in re-education of deafened soldiers and sailors, visual education as applied to the deaf, causes of deafness, school management as related to the deaf, the origin, use and abuse of signs, aural development, etc.

Catalogue, giving entrance requirements and a full description of the course, will be mailed to any address upon application to the principal,

J. J. SAVITZ.

## Teachers Wanted and Teachers Wanting Positions

### Teachers Wanted

**WANTED**—Experienced Oral Teacher, Idaho School for the Deaf, Gooding, Idaho. Ethel M. Hilliard, Supt.

**WANTED**—A teacher at the Georgia School for the Deaf, Cave Spring, Ga. Primary teacher preferred. J. C. Harris, Principal.

**WANTED**—A teacher for a bright deaf boy, 2½ years old. Good home and pleasant surroundings. Can maintain regular school hours. Please state salary desired. Address, Mrs. R. Simon, 65 Arbor Drive, Piedmont, Calif.

**WANTED**—An additional teacher for primary department. Give full details of training, experience, etc., in first letter. Wright Oral School, 1 Mt. Morris Park West, New York City.

**WANTED**—Trained oral teacher for primary or intermediate department at the Mystic Oral School for the Deaf, Mystic, Connecticut. Walter J. Tucker, Superintendent.

### Engravers and Etchers

Cuts for magazines and advertising. Established reputation for fine work at moderate prices. The Maurice Joyce Engraving Co., Evening Star Bldg., Washington, D. C.

### Positions Wanted

Teacher of 15 years' experience with the Deaf desires position as Teacher of Domestic Science and Art, or as Assistant Matron. Address, Box 17, Volta Bureau.

**WANTED**—Physical instructor and recreational leader desires engagement. Normal graduate. Six years' experience. M. S. R., Volta Bureau.

Have you paid your dues for 1921? Paying the dues is renewing your subscription to The Volta Review. If you neglect paying your dues, we must drop your name from the mailing list. Can you afford to lose the inspiring influence of the articles in "our magazine," as so many call it, for the trivial sum of four cents a week?

# LIST OF PUBLICATIONS

For sale by The Volta Bureau, 1601 35th Street N. W., Washington, D. C.

## Books for Mothers and Teachers

ADAMS, ESTELLA. Pioneer Life.....	\$0.60	ELLIOTT, RICHARD. Articulation and Lip-Read- ing.....	.60
BARRY, KATHARINE. The Barry System (Five Slates).....	2.50	GEDDES, JAMES, JR. French Pronunciation....	.75
CROKER, JONES AND PRATT: Language Stories and Drills.....	1.25	HURD, ANNA C. First Lessons in Speech.....	.50
Teachers' Manual.....	.50	KIDDER, CHARLES W. An Outline of Vocal Physiology and Bell's Visible Speech..	.75
DRIGGS, HOWARD R.: Our Living Language—How to Teach It and How to Use It.....	2.00	LYON, EDMUND. The Lyon Phonetic Manual..	.35
Live Language Lessons: Elementary Book.....	1.00	NOEL-ARMFIELD, G. English Humour in Pho- netic Transcript.....	.35
First Book.....	.75	POTTER, SAMUEL O. L. Speech and Its Defects..	.40
Second Book.....	1.00	RIPPMAN, WALTER: The Sounds of Spoken English.....	.35
Third Book.....	1.20	Specimens of English.....	.35
Advanced Book.....	2.00	SCRIPTURE, E. W. Stuttering and Lispings... 1.60	
ELLIOTT, RICHARD. A Series of Questions on Common Subjects.....	.35	SCRIPTURE AND JACKSON. Manual of Exercises for the Correction of Speech Disorders. 2.00	
HARRIS, JAMES C. The Heavens.....	.10	SPARROW, REBECCA E. Stories and Rhymes in Melville Bell Symbols, cloth, 1.00; paper	.75
HURD, ANNA C. First Lessons in Speech.....	.50	SWEET, HENRY. Primer of Phonetics.....	1.15
JONES, MABEL K. Language Development in the Primary Grades.....	.25	YALE, CAROLINE A. Formation and Development of Elementary English Sounds.....	.50
JONES, JOHN W. English: Book I.....	.60		
Book II.....	.60		
Book III.....	.75		
Illustrated Reader.....	.60		
KENT, ELIZA. A Manual of Arithmetic.....	.60		
KIDDER, CHARLES W. An Outline of Vowel Physiology and Bell's Visible Speech..	.75		
LOVE, JAMES KERR, M. D.: The Deaf Child.....	1.50		
Diseases of the Ear in School Children...	1.75		
MONTESORI, MARIA. The Montessori Method..	2.50		
PATTERSON, WM. MORRISON. The Rhythm of Prose.....	1.50		
ROE, LYDIA. The Teaching of Language During the Early Period of a Deaf Child's School Life.....	.75		
SEACHREST, EFFIE. Greek Photoplays.....	.50		
STEVENS, ELLEN YALE. A Guide to the Mon- tessori Method.....	1.00		
STEVENS, MARGARET J.: Nature Facts.....	.30		
The Life of Jesus.....	.35		
UPHAM, LOUISE: The Beginner's Book.....	1.00		
What People Do.....	1.00		
Language Drill Stories.....	1.00		
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The Speech-Reading and Speech Magazine

VOL. XXIII

JANUARY, 1921

No. 1

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RULE TO SOJOURN IN  
EVERY PLACE AS IF YOU  
MEANT TO SPEND YOUR LIFE  
THERE, NEVER OMITTING AN  
OPPORTUNITY OF DOING A  
KINDNESS, OR SPEAKING A TRUE  
WORD, OR MAKING A FRIEND

*Ruskin*

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**HARRIS TAYLOR, LL.D.**

President, American Association to Promote the  
Teaching of Speech to the Deaf

ALEXANDER GRAHAM BELL, Chairman Publication Committee

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MARCH, 1921

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## Today

YESTERDAY, I KNOW NOT HOW,  
I SLIPPED OUT FROM THEN TO NOW.  
SUCH A WORLD BEFORE ME LAY,  
GROWING FAIRER EVERY DAY,  
'TIL THIS MORN I PAUSE TO COUNT  
ALL MY WEALTH—A VAST AMOUNT:  
FRIENDS, THE LOVE THAT ROUND ME LIES,  
FLOWERS AND BIRDS AND SUNSET SKIES,  
MEMORIES OF WHAT HATH BEEN,  
HOPE FOR DAYS THAT WAIT UNSEEN;  
BUT THE BEST IN EVERY WAY  
IS THE GIFT OF EACH NEW DAY!

EVERY MORN FOR ME IT WAITS,  
WHEN I DRIFT THROUGH SLEEP'S DIM GATES.  
NONE MAY HASTEN, NONE DELAY,  
NONE MAY SPEND IT—MY TODAY.  
SO THIS LITTLE PRAYER I RAISE  
FOR TODAY AND ALL THE DAYS:  
JOYFULLY MAY I FARE FORTH,  
MAKE EACH SWIFT DAY FULL OF WORTH,  
WORK AND LOVE AND PRAY AND *LIVE*  
AND MYSELF FOR OTHERS GIVE.  
SO MAY LIFE BE RICHER WHEN  
I AM SPED FROM NOW TO THEN.

FRANCES C. HAMLET

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APRIL, 1921

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## Starlight

A Star shone in my room last night  
And made it bright;  
A Hope came to my darkened soul  
And it was light.  
Life was naught but suffering  
'Til Faith came in;  
But joy appeared in everything  
When Love shone in.

Harriet E. Emerson

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7P 291 '21

# VOLTA REVIEW

The Speech-Reading and Speech Magazine

VOL. XXIII

MAY, 1921

No. 5

## May

April-time is over, with the budding of  
the trees,

June-time coming, with the humming of  
the bees.

Life is fast unfolding,

Thing builders moulding,

Every moment holding happiness to seize.

Crushed, bewildered, baffled in the silence  
of the way,

Yonder friend is missing all the glory  
of the day.

You, with vision brightened,

With spirit bravely heightened,

Lead him back unfrightened to the hope  
that comes in May.

ALEXANDER GRAHAM BELL, Chairman Publication Committee

JOSEPHINE B. TIMBERLAKE, Editor

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The Speech-Reading and Speech Magazine

VOL. XXIII

JUNE, 1921

No. 6



**THE LATE DR. CLARENCE J. BLAKE**

Boston's celebrated otologist, whose interest in and love for the Speech Readers Guild of Boston endeared him to its members, to whom he was known as "The Godfather of the Guild"

ALEXANDER GRAHAM BELL, Chairman Publication Committee

JOSEPHINE B. TIMBERLAKE, Editor

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JULY, 1921

No. 7

"---AND THE PURSUIT OF HAPPINESS"

IFE, liberty and the pursuit of happiness!" Why may we not realize these ideals for which our ancestors fought? Life we have; liberty we may obtain by a magnificent scorn of our handicaps; and all that is necessary for a successful pursuit of happiness is the realization that no thrill ever equals the thrill that comes from lightening our own load by adding to it a part of our fellow-traveler's.

ALEXANDER GRAHAM BELL, Chairman Publication Committee

JOSEPHINE B. TIMBERLAKE, Editor

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VOL. XXIII

AUGUST, 1921

No. 8



**FRED DE LAND**

Honorary Superintendent, The Volta Bureau

(See page 355)

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VOL. XXIII

SEPTEMBER, 1921

No. 9

## *A Greeting*

Most of the Schools throughout our country will open some time during this month. To each of them *The Volta Review* extends a greeting and a warm wish for prosperity and progress.

To the Teacher of Deaf Children it says: We are always interested in you and your problems. We want you to keep us in touch with your experiments and improvements, so that through us you may inspire others.

To the Teacher of Speech-Reading to Adults it says: Our columns are always open to a discussion of the difficulties and successes of the profession, and to anything that may prove helpful to your fellow-teachers.

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VOL. XXIII

OCTOBER, 1921


No. 10

**The army of the disabled  
keeps growing**



Period	Number of Disabled Soldiers
1919-	3,300
1920-	17,500
1921-	26,300
1922-	?

In Hospitals under Government care

 **The Red Cross is spending  
Ten Million Dollars a Year  
to help the ex-service man  
and his family —**

*Annual Roll Call · Nov. 11-24, 1921*

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# VOLTA REVIEW

The Speech-Reading and Speech Magazine

VOL. XXIII

NOVEMBER, 1921

No. 11

HY were the saints, saints? Because they were cheerful when it was difficult to be cheerful, patient when it was difficult to be patient; and because they pushed on when they wanted to stand still, and kept silent when they wanted to talk, and were agreeable when they wanted to be disagreeable. That was all.

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INDEX NUMBER *Thp vmo*

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## Gifts

May these be yours:  
The Gifts that make the Dreamers into Doers,  
The Gift to Work  
Through Joy and Sorrow, Light and Murk,  
To play, with all your soul and heart,  
A manly part:  
The Gift of Discontent, to keep you driving  
Forward and up, forever striving  
For something better in the days hereafter;  
The Gift of Kindness and the Gift of Laughter,  
And all the gifts of Love and Faith and Friends,  
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And in your heart, until Life's Journey ends  
The Priceless Gift of Youth,  
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